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ABSTRACT

These descriptive and evaluative reports examine fifteen program components implemented under the Disadvantaged Pupil Program Fund by the Cleveland, Ohio public school system beginning in 1966. The following programs are discussed: (1) classroom support program; (2) communication skills improvement project; (3) computer assisted instruction in mathematics; (4) Latin American cultures project; (5) improvement of school community skills and relationships; (6) job development project; (7) kindergarten reinforcement project; (8) motivational cultural experiences; (9) pilot projects; (10) production workshop project; (11) reading impact project; (12) reinforcement science skills project; (13) residential environmental classroom; (14) building safety and security; and (15) upward reach project. Each report cites the purposes, objectives and outcomes of the program, with recommendations for future improvements. Appendices include lists of schools participating in each program area; administrative staff, teaching staff, student, or parent surveys and sample questionnaires about program effectiveness; summaries of student test results; reports on school participation in community events; and reports on the improvement of school/community relationships. (JCD)

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EVALUATION REPORTS

1980-81

DISADVANTAGED PUPIL PROGRAM FUND

(DPPF)

DEPARTMENT OF RESEARCH, DEVELOPMENT AND EVALUATION
Cleveland Public Schools
Cleveland, Ohio
1981

UD 021 930

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CLEVELAND PUBLIC SCHOOLS

Department of Research, Development and Evaluation

DPPF EVALUATION REPORTS

1980-81

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1981

FOREWORD

Evaluation is an integral part of the process by which schools can improve their educational programs. Through the information generated by evaluative activities, sounder decisions can be made about the effects of instruction on pupil learning.

The Cleveland Public Schools are proud of the Department of Research, Development and Evaluation for the excellent evaluative services provided for DPPF programs.

This publication, DPPF Evaluation Reports--1980-81 presents the latest findings about the effects of DPPF programs in the Cleveland schools.

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1980-81

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Safety and Building Security	John Hairston
Upward Reach Project	Robert Kneriem

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INTRODUCTION

Since the spring of 1966, the Cleveland Public Schools have implemented program components under The Disadvantaged Pupil Program Fund (DPPF).

Members of the Department of Research, Development and Evaluation have had the responsibility for designing and implementing the evaluation of these program components. This publication contains their evaluation reports for the 1980-81 program period. These reports present information about the effectiveness of each program in attaining the objectives proposed for each component.

Margaret Fleming
Deputy Superintendent

CLASSROOM SUPPORT PROGRAM

Prepared by

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1980-1981

CLASSROOM SUPPORT PROGRAM

1980-81 DPPF Evaluation

PURPOSE OF PROJECT

The purpose of the 1980-81 Classroom Support Program was to provide a variety of services to Cleveland Public Schools personnel in order to assist them in the delivery of instruction to disadvantaged pupils. These services were provided to teachers in all Title I schools, as well as to administrators and supervisors who served those schools. The various project components included inservice sessions in the following areas:

- Elementary and Secondary Social Studies.
- Junior Hihg School Mathematics.
- Functional Life Skills.
- Classroom Management Techniques.
- Video Taping Skills.

Service delivery in these areas was provided through individual teacher conferences, demonstration teaching sessions, curriculum materials development sessions and classroom observations.

SERVICE SUMMARY

Pupils Served: 24,100

Grades Served: K-12

Years in Operation: 1

Schools: 142
(See Appendix A)

Staffing:
1 Project Manager, FT
1 Supervisor, Functional Life Skills, FT
3 Consultant Teachers, FT
2 Clerks, FT
1 Laborer, FT
1 Staff Specialist, FT
1 Student Assistant, PT

Total DPPF Expenditures: $368,308

Per Pupil Cost: $15

SUMMARY OF FINDINGS

Analysis of consultant teacher worklogs indicates that over 3,000 teachers benefited from project services, either in the form of inservice sessions, curriculum development workshops, or individual classroom conferences.

Workshop reaction sheets administered to program participants after the conclusion of these activities yielded average scores of 4.0 or higher on a 5 point scale for each program component.

New curriculum materials were created in the areas of secondary social studies and Functional Life Skills.

OBJECTIVES AND OUTCOMES

- Objective 1a: Support inservice workshops conducted by other Title I and DPPF projects and staffs, and/or support workshops for supervisory staffs to familiarize them with projects and services for disadvantaged pupils.

  - Outcome: Objective 1a was attained. On March 27th and 28th, 1981, a Bilingual Education Conference, partially funded with DPPF funds, was held for Cleveland Public Schools personnel. The focus of the conference was a series of workshops focusing on the needs of the bilingual child and the development of educational programs to meet those needs. Over 300 persons participated in these program.

- Objective 1b: Provide direct inservice training in specific skills and techniques to Cleveland Public Schools secondary social studies personnel.

  - Outcome: Objective 1b was attained. A review of the consultant teacher's worklog indicate that 65 visits were made to secondary schools during the 1980-81 school year. Because of cutbacks in teaching staff, the original focus of inservicing new (1-3 year) teachers was shifted to include services for all Junior High Schools social studeis personnel. These services included materials procurement, resource workshops, and individual conferences.

    - In addition to these direct services to teachers, 50 workshops and 12 curriculum development meetings were held. The focus of these group sessions was threefold:

      - The development of directed reading lessions utilizing social studies textbooks. (21 sessions)

      - Inservice programs designed to facilitate the use of The Ohio Resource Curriculum Guide. (17 sessions)

      - Coordination of a teacher writing team in the development of curriculum materials for the Western Reserve Pilot Project. (12 meetings)

    - Participating teachers completed written ratings of the activities in which they participated. A random sample of 50 ratings indicated on a 5 point scale, the average rating for all project activities was 4.3 (Very Good)

- Objective 1c: Provide inservice training for elementary social studies teachers in the areas of:

      - Use of curriculum materials

      - Skills and methods for teaching various components of the social studies curriculum.

- Outcome: Objective 1c was attained. During the 1980-81 school year, the consultant teacher working in this area visited 75 elementary schools and worked with teachers on an individual and small group basis. Emphasis was placed in the following areas:

  - Working with instructors who were teaching at a particular grade level for the first time.

  - Correlation of social studies materials with basal reading text books.

  - Delivery of curriculum materials to classroom teachers.

  - Helping teachers to improvide student skills in use of reference materials and in map reading. 10 pre-service workshops were conducted for all 4th, 5th, and 6th grade teachers in September for this same purpose. A comparison between the Spring 1980 results of the Iowa Test of Basic Skills administered to grades 4 and 5 city-wide showed mixed results. In the area of map reading, the percentage of students scoring in the below average range (Stanines 1, 2 and 3) changed little at grade 4 (less than 1%) and actually increased by 4.6% at grade 5. In the area of reference materials usage, the percentage of students scoring in the below average range changed by less than 1% at grade 4 but increased by 2% at grade 5. Comparisons of the percentages of students scoring in the above average range (Stanines 7, 8 and 9) in 1980 and 1981 showed that at grade 4 this percentage increased by 2.1% in map reading and 1.9% in reference skills. at grade 5, these percentages decreased by 2.3% and 4.9% respectively. The results suggest that the inservice efforts in social studies had little effect on the map reading and reference usage skills of low achieving students. Some impact on high achieving students was noted at grade 4. However, the 1980 and 1981 test results are for different groups of students, and so the scores should be interpreted cautiously. Appendix B shows the percentage of students in grades 4 and 5 who scored in the below average average and above average ranges on the Map Reading and Reference Materials subtests of the Iowa Test of Basic Skills.

- An analysis of a random selection of 50 reaction sheets for these sessions revealed a 4.5 average out of 5 rating (Very Good) for these activities.

- Objective 1d: Provide inservice to teachers, administrators and supervisors who deal with disadvantaged students to help these students improve in their abilities to apply basic skills to accomplish functional life tasks.

  - Outcome: Objective 1d was attained. The attainment of this objective was accomplished through the following activities.

    - Dissemination of Existing Functional Life Skills Materials: All 12 eligible high school received 30 available curriculum units created prior to the 1980-81 school year. These materials, developed under an ESEA IV-C grant, contain self instructional units on such topics as consumer economics, career information,

- and health services. In addition, commercial materials, cassette tapes, and sample units were also distributed to these schools on both a permanent and a loan basis.

- Creation of new Functional Life Skills Materials
  15 curriculum development workshops were held between October, 1980 and March of 1981. As a result of these sessions, 19 lesson unit drafts were completed and are in the process of being edited prior to their testing and dissemination next year. New topics include units in art, advertising, and home economics.

- Conducting Functional Life Skills Orientation Workshops
  Three workshops were conducted in May of 1981 for the purpose of acquainting or reinforcing teachers with the FLS program. 83 participants representing 12 high schools and 15 junior high schools attended these sessions.

- Coordination with other Projects/Instructional Areas
  Throughout the year, the FLS program maintained close contact with other components of the instructional program in the school district. These included the DPPF Communications Skills Improvement Service, the Department of Curriculum and Instruction, Career Education Program, and the Staff Development office of the Department of Desegregation Implementation. Input from these components was utilized in the development of new Functional Life Skills curriculum units.

- An analysis of a random selection of 50 worksheets for these sessions revealed an average 4.4 out of 5 rating (Very Good) for these sessions.

- Objective 1e: Plan and implement staff development in the Improvement of Library Services Project schools established in the last three years.

  - Outcome: This objective, with permission of the office of Urban Education, was deleted in October of 1980.

- Objective 1f: Providing direct inservice training in instructional management approaches.

  - Outcome: Objective 1f was attained. During the 1980-81 school year, the consultant teacher for this component conducted 65 workshops for secondary school personnel at all Title I/DPPF schools. Over 1800 teachers attended at least one session during the year. These sessions, held at local school sites, emphasized the various approaches to classroom management being utilized in schools today. Four staff needs assessments over the past two years have indicated that this topic is perceived as extremely significant for teaching personnel in the Cleveland City School District.

    Inservice topics included the following:

    - Teacher Expectations and Student Achievement

    - Transactional Analysis

- Teacher Effectiveness Training
- Behavior Management
- Reality Therapy
- Social Discipline
- Classroom Organization and Effective Teaching Project.

  - An analysis of a randomly selected sample of 50 participants reaction sheets showed an average 4.2 out of 5.0 (Very Good) rating for these sessions.

- Objective 1g: Providing inservice training and support to administrative personnel who are associated with Compensatory Education projects in the development and improvement of instructional management approaches.

  - Outcome: Objective 1g was attained. Responding to the same need expressed in the previous objective, a series of eight classroom management workshops for district administrators and supervisors was conducted during the 1980-81 school year. The topics for these monthly sessions included:

    - Classroom Management Overview (12/19/80)
    - Transactional Analysis/Teacher Effectiveness Training (1/23/81)
    - Research in Classroom Management (2/20/81)
    - Reality Therapy (3/20/81)
    - Social Discipline (3/27/81)
    - Behavior Management (4/24/81)
    - Teacher Expectations and Student Achievement (5/22/81)
    - Year Review and Needs Assessment (6/5/81)

    Leadership for these workshops came from a combination of University professors, classroom management researchers, and Cleveland Public Schools personnel.

    During the last session, workshop participants participated in a comprehensive needs assessment in order to guide the direction of future classroom management programs for both teachers and administrative/supervisory staff.

    - Attendance at these sessions averaged 79 participants each. An analysis of 50 reaction sheets yielded a 4.0 average out of 5.0 rating (Very Good) for the eight workshops.

- Objective 1h: To provide inservice to junior high schools mathematics teachers.

- Outcome: Objective 1h was attained. Project records indicate that 112 teachers representing 23 city junior high schools were served by this component of the program. The nature of these services delivered mainly through small group sessions included such topics as:

  - Affective teaching strategies
  - Cognitive instructional strategies
  - Content Reading
  - Problem Solving
  - Transition from 6th and 7th grade
  - Use of hand held calculators.

  In addition, 104 classroom visitations were made, each of which was followed up by an individual teacher conference. Conference topics paricularly pertinent for teachers of disadvantaged learners included:

  - Developing listening skills
  - Using a positive approach to teaching
  - Individualizing instruction
  - Grouping for more effective instruction

  - Video taping sessions were also conducted for the purpose of assisting teachers in conducting self-analysis of their existing instructional techniques.
  - A rating of 4.5 out 5.0 (Very Good) was attained on a random selection of 50 participant reaction sheets for these activities.

ADDITIONAL FINDINGS

- Throughout the year, all components of the Classroom Support Program were supported by a video tape technician who assisted in service delivery. Examples of these services include:

  - Workshops for school personnel on the use of video taping in the classroom.
  - Taping of classroom sessions for the purpose of teacher self-evaluation.
  - Technical assistance in the conduct of city-wide workshops.
  - Creation of video tapes for classroom use.

- Project staff sought to upgrade their skills by attending a number of workshops held throughout the year. Some of these included:
  - Teacher Expectations and Student Achievement (TESA)
  - Desegregation Workshops
  - Staff Development Workshops
  - Basic Skills for Urban Youth

SUMMARY AND CONCLUSIONS

All the components of the Classroom Support Program met their objectives for the 1980-81 school year. Valuable services, particularly in the areas of instructional support for classroom teachers, were provided at both the elementary and secondary level. Inservice programs were provided for central office staff and DPPF administrators. Valuable Cirrucilum materials intended for use with disadvantaged learners were also created and distributed.

The following recommendations can be made for the improvement of the project.

- Expansion of the program to include support for subject areas not currently a part of Classroom Support (e.g. Elementary Science, Secondary Science, Fine Arts, etc.)
- The media support, if continued, should be placed as a separate program objective.
- Each consultant teacher should administer a district wide needs assessment for personnel in their subject area in order to determine their specific inservice needs.
- Consultants should make greater use of city wide test scores in order to create a focus for future programming.

APPENDIX A

Schools Served by Classroom Support Program

Elementary Schools

1. Alfred A. Benesch
2. Almira
3. Andrew J. Rickoff
4. Anthony Wayne
5. Anton Grdina

6. Artemus Ward
7. Benjamin Franklin
8. Bolton
9. Brooklawn
10. Buckeye-Woodland

11. Buhrer
12. Capt. A. Roth
13. Case
14. Charles Dickens
15. Chas. H. Lake

16. Charles Orr
17. Chesterfield
18. Clark
19. Cle. Sch. Fund. Elem. Ed.
20. Corlett

21. Cranwood
22. Daniel E. Morgan
23. Denison
24. Dike
25. Douglas Mac Arthur

26. East Clark
27. East Madison
28. Emile de Sauze
29. Euclid Park
30. Forest Hill Parkway

31. Fullerton
32. Garfield
33. G. Washington Carver
34. Giddings
35. Gordon

36. Gracemount
37. Halle
38. Harvey Rice
39. Hazeldell
40. H. W. Longfellow

41. Iowa-Maple
42. John W. Raper
43. Joseph F. Landis
44. Kenneth W. Clement
45. Kentucky

Elementary Schools

46. Louis Agassiz
47. Louis Pasteur
48. Margaret A. Ireland
49. Marion Champlin Seltzer
50. Marion-Sterling

51. Mary B. Martin
52. Mary M. Bethune
53. McKinley
54. Memphis
55. Miles

56. Miles Park
57. Miles Standish
58. Milford
59. Moses Cleaveland
60. Mound

61. Mt. Auburn
62. Mt. Pleasant
63. Nathaniel Hawthorne
64. O. H. Perry
65. Orchard

66. Paul L. Dunbar
67. Paul Revere
68. Riverside
69. Robert Fulton
70. Robinson G. Jones

71. Scranton
72. Stephen Howe
73. Tremont
74. Union
75. Valley View

76. Verda Brobst
77. Wade Park
78. Walton
79. Warner
80. Watterson

81. Waverly
82. Willow
83. Wm. C. Bryant
84. Wm. Rainey Harper
85. Woodland Hills

Special Schools for the Physically Handicapped

1. Alexander G. Bell
2. Sunbeam

Junior High Schools

1. Albert B. Hart
2. Alexander Hamilton
3. Audubon
4. Carl F. Shuler
5. Central

6. Chas. A. Mooney
7. Chas. W. Eliot
8. Clara E. Westropp
9. Empire
10. F. D. Roosevelt

11. Harry E. Davis
12. Joseph M. Gallagher
13. Lincoln
14. Margaret J. Spellacy
15. Martin Luther King

16. Myron T. Herrick
17. Nathan Hale
18. Newton D. Baker
19. Patrick Henry
20. R. H. Jamison

21. Thomas Jefferson
22. Whitney Young
23. Wilbur Wright
24. Willson

Senior High Schools

1. Collinwood
2. East
3. East Tech
4. Glenville
5. James F. Rhodes

6. John Adams
7. John F. Kennedy
8. John Hay
9. John Marshall
10. Lincoln-West

11. South
12. West Tech

Senior High School City-Wide Special Schools

1. Aviation
2. Jane Addams
3. Max S. Hayes
4. Urban Program

APPENDIX B

Comparison of Spring 1980 and Spring 1981 Results of the Iowa Test of Basic Skills at Grades 4 and 5*

Subtest	Score Range**	Percentage of Students			
		Grade 4		Grade 5	
		1980	1981	1980	1981
Map Reading	Below Average (Stanines 1, 2, 3)	30.0	30.3	32.8	37.4
	Average (Stanines 4, 5, 6)	57.9	55.5	56.0	53.8
	Above Average (Stanines 7, 8, 9)	12.1	14.2	11.1	8.8
Use of Reference Materials	Below Average (Stanines 1, 2, 3)	19.6	19.0	29.5	31.5
	Average (Stanines 4, 5, 6)	66.5	65.2	59.4	62.3
	Above Average (Stanines 7, 8, 9)	14.0	15.9	11.1	6.2

* Grade 4: Level 10, Form 5
Grade 5: Level 11, Form 5

** National Norms

COMMUNICATION SKILLS IMPROVEMENT PROJECT

Prepared by

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1980-1981

COMMUNICATION SKILLS IMPROVEMENT PROJECT

1980-81 DPPF Evaluation*

PURPOSE AND OVERVIEW

The project provides disadvantaged senior high school students with individualized reading instruction that is specifically designed to improve their communication skills. Project instruction is offered in separate classroom reading laboratories which are maintained by a certificated reading specialist and educational aide. The reading labs contain a variety of instructional reading equipment and supplies that offer student participants the opportunity to receive individualized prescriptive reading instruction. Additionally, an inservice component furnishes content area classroom teachers whose students attend the reading labs with practical teaching techniques that can be used to further support the individualized reading skills development of all their students. Finally, a Student Advisory Committee provides participants with input to program development and operations.

SERVICE SUMMARY

Pupils Served: 1,651 Grades Served: 9-12 Years in Operation: 7

Staffing:
1 Project Manager, FT
12 Reading Lab Teachers, FT
1 Audio-Visual Technician, PT
1 Clerk, FT
1 Inservice Coordinator, FT
7 Inservice Teachers, FT
12 Educational Aides, FT

Schools: 12 public Total DPPF Expenditure: $753,647 Per Pupil Cost: **$456.48

SUMMARY OF FINDINGS

A typical project student was assigned to a reading lab for approximately four months (or 80 school days). The Stanford Diagnostic Reading Test was used to measure their reading progress in three skill areas: vocabulary, comprehension, and decoding. Students were tested before and after they received lab assistance. When student test results were reviewed, it was found that they demonstrated progress in each skill area that averaged beyond what would normally have been expected if they had not received project service. Students were also asked to respond to a reading attitude survey. Survey results revealed that student attitudes toward reading became more positive after participating in the lab.

---

*Supportive documentation for the findings in this report are on file in the Department of Research, Development and Evaluation.

**Expenditures are estimates based on latest revised budget. Per Pupil Cost calculated on the basis of those students, (N=1,651) served directly by the project's reading laboratory component.

The project also provided school staffs with training in how to help students with reading problems. Records indicated that project consultants worked with more individuals during the current school year than last year. Consultants also provided presentations at subject department meetings, faculty sessions, and other group functions. In addition, the consultants organized a team of teachers in each school who were given help in developing classroom lesson plans that focused on particular reading instructional techniques. All consultants reported that most of their suggestions were being used by teachers in their classrooms.

OBJECTIVES AND OUTCOMES

NOTE: An approximate one month delay occurred in the opening of the 1980-81 school year for reasons associated with the implementation of Phase III of Cleveland's desegregation plan. The opening day for students officially began on September 29, 1980. Unlike the two previous school years (1978-79 and 1979-80) when employee work stoppages caused major disruptions to occur in the school schedule, the current school year (1980-81) progressed without interruption. The Cleveland schools officially closed on June 30, 1981.

- Objective #1: The Communication Skills Improvement Project will establish a reading laboratory in each of 12 participating Title I-DPPF schools which will utilize appropriate equipment and materials relative to a wide-range of reading needs, interests, and abilities.

  - Outcomes: As a result of the outcomes presented below, this evaluator attests to the satisfactory completion of the activities specified in Objective #1 according to the approved criteria.

    In an effort to support the affirmative reading guidelines appearing within the Federal District Court's Remedial Order, the Department of Desegregation Implementation requested that each of Cleveland's 12 senior high schools establish a Communication Skills reading laboratory. Previous to this request, lab operations were contained in only six of the senior high schools. The six new schools receiving project services for the first time included J.F. Rhodes, South, West Tech, J.F. Kennedy, J. Marshall and Collinwood. This expansion resulted in hiring additional personnel to insure that each lab was maintained by a full-time reading specialist. In addition, 10 of the 12 reading labs obtained the services of a full-time educational aide for the entire school year. As a result of budget reductions made by the Cleveland School Board, the educational aides at West Technical and John F. Kennedy High Schools were laid-off beginning in February of 1981 for a period approximately six weeks. Although the aide at West Technical Senior High School was restored to her former position, three diferent aides were placed for brief periods of time during the school year at John F. Kennedy School. Each of these aides did not possess prior project experiences. These personnel changes were extremely disruptive to the instructional process that was being conducted in the two reading labs. (Refer to Appendix A for a description of the project's organization).

In order to provide time for lab teachers to recruit eligible student participants, reading lab operations in 10 of the 12 schools were not initiated until the week of October 27, 1980. Operations at James F. Rhodes and John Marshall began approximately two weeks later (week of November 18, 1980) as a result of the need to clarify the two schools' DPPF eligibility. By November 18, 1980, each of the 12 senior high schools possessed an operational reading lab located within a separate classroom designated for the exclusive use of the project.

All reading lab teachers (N=11) who responded to an evaluation questionnaire indicated that the instructional materials and supplies provided by the project were "appropriate to the learning levels of project students", "useful to achieving project objectives", relevant to the interests of project students" and "adequate in quantity".* One teacher respondent, however, commented that material and supplies were not being budgeted "economically". The respondent provided three examples of receiving new supplies from program management before they were needed. The teacher remarked, "If it's a choice between having a lab with all the little extravagances or having one on a tighter budget, I vote for the latter".

Ten of the eleven reading lab teacher questionnaire respondents felt that the faculty members in their respective buildings regarded their efforts to improve students' reading as "essential" or of "much value". The only respondedt who failed to indicate a similar response appeared to be from a first year participating school. This individual responded with a "some value" rating and remarked that "most faculty members are waiting to see how much good the project does." The seven project educational aides who responded to a similar questionnaire also supported the view held by the majority of their reading lab teacher colleagues.** Indicative of their responses was the following: "Most staff members viewed project efforts as very worthwhile".

- Objective #2: The Communication Skills Improvement Project will provide students with individualized systematic instruction for those who meet program criteria for corrective reading instruction.

  - Outcome: As a result of the outcomes presented below, the evaluator attests to the satisfactory completion of the activities specified in Objective #2 according to the approved criteria.

  Students who were selected as reading lab participants must have scored at or below the 33rd percentile on their most recent standardized test except when a higher percentile was needed to insure racial representation at various instructional levels. Priority was given to students recommended from other DPPF projects.

  Table I appearing on the following page presents the number of students by grade level who were participants in the project's reading labs during the 1980-81 school year.

---

*Refer to Appendix B for a summary of reading lab teacher questionnaire responses.
**Refer to Appendix C for a summary of educational aide questionnaire responses.

TABLE 1

NUMBER OF STUDENTS SERVED BY GRADE LEVEL IN THE COMMUNICATION SKILLS PROJECT READING LABS DURING THE 1980-81 SCHOOL YEAR

Grade	N	Percent
9	80	5%
10	833	48%
11	506	29%
12	312	18%

Only one of the twelve project schools (Collinwood) served grade 9 students due to the fact that it is the only senior high school in Cleveland structured on a Grade 9-12 organization. Eight of the eleven reading lab teachers indicated that the majority of student participants attended the lab during their regularly assigned study hall periods. The remaining two teacher respondents indicated that most of their students came from English classes to obtain project assistance. The term of enrollment for students varied from 9-34 weeks; the frequency of service ranged from two to five days per week. The majority of students (76%) were served on a five day per week basis for one semester (approximately 80 days). The length of service a student received was based upon the diagnosed needs of the individual. All reading lab teachers (N=11) who responded to the evaluation questionnaire reported that individualized instruction was the primary teaching method utilized in their labs. When asked, "What single feature of the project has contributed most to classroom effectiveness?", the most common response made by these same teachers was having the opportunity to individualize instruction.

Because major disruptions did not occur in the current school year, a typical 1980-81 student was enrolled in the reading lab on the average of 80 days as compared with 52 days for his/her 1979-80 counterpart. This represents a 25% increase in the number of days a student was enrolled. The typical 1980-81 student attended 65 (or 81%) of the 80 days that he/she was to be enrolled in the lab. The previous year's typical student had a 67% attendance rate by attending only 35 of the 52 days he/she was enrolled. This data indicated that a typical 1980-81 student participant received almost twice as much reading lab instructional time then did his previous year's counterpart (i.e., 65 versus 35 sessions attended). A session consisted of approximately 40 minutes of instructional time. As in 1979-80, the average class size of a typical reading lab consisted of 13 students.

Although the typical lab student attended 81% of his/her scheduled sessions, four of the seven reading lab teachers who responded to the question. "what single factor has been most detrimental to pupil's learning", indicated student absenteeism. The remaining three respondents reported varying responses including: not providing project participants the opportunity to receive academic credit points for attending the lab, the lack of a full-time educational aide, and the interruption of many students' participation as a result of being assigned to the High Intensity Reading Lab (another reading program).

- Seven of the eleven reading lab teachers responding to the evaluation questionnaire reported that they had encountered difficulty scheduling students into their reading labs. The most common difficulties cited by the seven teachers were the absence of study hall appearing within eligible student participant class schedules and the disruption encountered as a result of selected Grade 10 students being assigned to the Department of Desegregation Implementation's High Intensity Reading Lab. Many students who needed reading skill developmental assistance were unable to attend the project's lab because of not having study hall time and teacher reluctance to release students from academic classes. In addition, a number of respondents indicated that many students were pulled out of Communication Skills labs and were placed in High Intensity Labs without any prior notice being given to either teacher or student. In one school, the scheduling problem was partially resolved by having students volunteer one-half of their lunch period five days a week to attend the project's lab.

A random sample of reading lab students (N=123) from each of the 12 participating schools was asked to respond to eight statements regarding their program participation. A review of their responses revealed that an overwhelming majority of the students either "strongly agree" or "agree more than disagree" with each of the statements. The selected statements which follow are indicative of the students' feelings. The percentage of students agreeing with each statement appears in the parenthesis. Selected statements include: "Going to the Communication Skills Lab helped me to read better (87%), "I'd like to be in the Communication Skills program next year (79%) and "I think the Communication Skills program should be in our school next year (94%)"*.

. Objective #3: The Communication Skills Improvement Project will evidence a participating student mean gain of at least one month in test score for every one month of instruction as reflected by pre-post grade equivalent test scores in vocabulary, reading comprehension, and decoding.

. Outcomes: As a result of the outcomes presented below, this evaluator attests to the satisfactory attainment of Objective #3 according to the approved criterion.

Upon enrolling in the reading lab, each student was administered three subtests of the Stanford Diagnostic Reading Test (Blue Level): Vocabulary, Reading Comprehension, and Decoding. The same tests were administered again at the end of each student's term of service in the lab.

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* Refer to Appendix D for a summary of student survey results.

The achievement test analysis included all student participants (N=893) who attended the 12 project schools for whom both pre and post test data were available. The following provides a grade level count of this reported student group (i.e., 20 ninth graders, 451 tenth graders, 227 eleventh graders, and 195 twelfth graders). Although an additional 758 students were served by the project, they were not included in the reported group for various reasons (i.e., transferred, withdrew, enrolled late, absent during testing, schedule change, etc.)

Data analysis revealed that reading lab participants for whom both pre and post data were available (N=893) demonstrated a mean pre to post Stanford Diagnostic Reading Test (Blue Level) grade equivalent score gain in vocabulary of .75 --- from 7.27 to 8.02; in reading comprehension of 1.08 --- from 5.97 to 7.05; and in decoding of 1.00 --- from 7.13 to 8.13. The elapsed time between pre and post testing approximated four months (80 instructional school days) or .40 grade equivalent units. Data indicated that the gains cited far exceeded the objective criterion.

It should be noted that grade equivalent scores have been found to provide an insensitive, and in some instances, a systematically distorted, assessment of cognitive growth. This is especially true when used in norm-referenced evaluations. Specifically, grade equivalent scores do not form an equal interval scale and are based on the questionable assumption that growth occurs at the same rate throughout the school year. For the reasons cited above, the project's achievement data was re-analyzed using the more statistically valid NCE scores. Table 2 appearing below provides a summary of the pre and post NCE scores as well as the NCE gain scores for each subtest.

TABLE 2

MEAN NCE SCORES FOR 1980-81 COMMUNICATION SKILLS READING LAB PARTICIPANTS
Stanford Diagnostic Reading Test
Blue Level - Form A

Grade	N	Vocabulary*			Comprehension*			Decoding*		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
9	20	35	37	+ 2.00	34	40	+ 6.00	32	41	+ 9.00
10	451	26	32	+ 6.00	25	31	+ 6.00	34	38	+ 4.00
11	227	28	32	+ 4.00	25	31	+ 6.00	34	39	+ 5.00
12	195	23	29	+ 6.00	23	27	+ 4.00	34	40	+ 6.00

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* Note: Fall norms were used to interpret both pre and post scores because Spring norms were unavailable and treatment length approximated only four months (i.e., 80 instructional days).

An NCE gain of 0 means that project students were exactly where they were when they initially began instruction in the reading lab relative to the norm population. A gain greater than 0 indicates positive achievement growth. As demonstrated from the results presented above, reading lab participants at all grade levels evidenced positive growth on each subtest. It is interesting to note that students at all grade levels generally evidenced their weakest pre test performance in the comprehension subtest area, yet they appeared to demonstrate growth in that area that equaled or exceeded the growth in the other two subtest areas.

The request is frequently made to relate project achievement to the national norm group. Tabel 3 provides the percentile rank of the mean pre/post NCE scores attained by the reading lab participants on the various SDRT subtests during the 1980-81 school year.

TABLE 3

PERCENTILE SCORES FOR 1980-81 COMMUNICATION SKILLS READING LAB PARTICIPANTS

Stanford Diagnostic Reading Test
Blue Level - Form A

Grade	N	Vocabulary*		Comprehension*		Decoding*	
		Pre	Post	Pre	Post	Pre	Post
9	20	24	27	23	32	20	34
10	451	13	20	12	18	23	28
11	227	15	19	12	18	22	30
12	195	10	16	10	14	23	31

As demonstrated, all student SDRT subtest achievement scores, with the exception of the Grade 9 students' post decoding score fell below the 33rd percentile on both the pre and post test. All participating groups, however, achieved progress that exceeded what normally would have been expected without receiving project services by demonstrating improved post percentile scores in each sub-test area.

Objective #4: The Communication Skills Improvement Project will effect a significant improvement in pupils' attitude toward reading as measured by mean pre-post pupil ratings on a revised form of the Estes Reading Attitude Scale.

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* Fall norms were used to interpret both pre and post scores because Spring norms were unavailable and treatment length approximated only four months (i.e., 80 instructional days).

. Outcome: As a result of the outcomes presented below, this evaluator attests to the satisfactory attainment of Objective #4 according to the approved criteria.

In order to evaluate student participants' attitude toward reading, a revised version of the Reading Attitude Scale, developed by Dr. Thomas Estes at the University of Virginia, was administered to project students before and after their instructional term in the reading lab. The scale requests students to indicate their extent of agreement with twenty questions related to educational and leisure-time reading. (Refer to Appendix E for a complete copy of the attitude scale).

Analysis of data revealed that student participants' (N=893) mean pre-post raw score attitude gain of 3.24 (i.e., from 77.52 to 80.76) was statistically significant (t=3.69, p<.001, two-tailed probability). Note: The total score of 40 or less would generally be interpreted as a moderately negative to negative attitude; 41 to 60 as a neutral attitude; and 61 to 100 as a moderately positive to positive attitude.

Table 4 provides a grade level presentation of the attitude score results.

TABLE 4

MEAN ATTITUDE RAW SCORES FOR 1980-81
COMMUNICATION SKILLS READING LAB
PARTICIPANTS

Grade	N	Mean Pre Raw Score	Mean Post Raw Score	Mean Raw Gain Score
9	20	84.20	86.80	+2.60
10	451	76.00	79.14	+3.14
11	227	78.46	82.11	+3.65
12	195	79.27	82.32	+3.05

As demonstrated, students in each grade level possessed moderately positive to positive attitudes regarding reading upon entering the project's labs. After participating in project lab activities, student attitudes toward reading tended to become more positive as evidenced by the increase in mean post raw scores. The positive trend demonstrated in participants' attitude toward reading is the opposite to that typically found in student attitude measures (i.e., attitude usually gets worse from pre to post).

Objective #5: The Communication Skills Improvement Project will provide inservice to participating school staffs through group and/or individual meetings concerned with lab operations, techniques used to reinforce reading skills in the content areas, planning for reading skill reinforcement, and various other related areas.

Outcomes: As a result of the outcomes presented below, this evaluator attests to the satisfactory completion of the activities specified in Objective #5 according to the approved criteria.

As previously noted, in an effort to provide all senior high schools with project reading lab services during the final phase of Cleveland's desegregation implementation plan, additional staff personnel were hired to insure that each of the 12 labs were maintained by a full-time reading specialist. However, the 1980-81 DPPF grant award for the project was not increased. Due to this funding limitation, most project senior high schools could no longer receive the services of a full-time inservice teacher consultant. Five of the seven project inservice teacher consultants participating in 1980-81 operations were therefore each required to provide service to two schools located within each consultant's assigned cluster. (Note: A cluster consists of paired high school districts created as part of Cleveland's court-ordered desegregation). The East and Collinwood clusters, however, obtained the services of one full-time inservice staff member because only one senior high school was located within their boundaries. (Refer to Appendix A for a summary of the project's 1980-81 organizational structure).

Although the project's traditional inservice component instructional goals remained intact during the 1980-81 school year, an experimental core group program was begun in each of the 12 participating schools. The program was initiated in an effort to maintain the former impact of the inservice component despite the reduction that was made in the time each inservice consultant could spend in the schools. Approximately 240 core group teacher volunteers (i.e., 15-20 teachers from each project school) participated in two all-day released time or Saturday workshop sessions and a series of 9° follow-up meetings held within each school. The teacher participants represented 11 subject areas (e.g., social studies, English, art, vocational education, etc.) The sessions were held to provide the core teachers with training which enabled them to develop content Reading Lesson Frameworks (or lesson plans) which could be used in the classroom to teach the particular subject content as well as provide students with reading skill instruction. Each Framework contained written teacher implementation directions and a variety of unique small group educational activities. Each of the project's inservice consultants worked on a day-to-day basis with each of the core group teachers within their assigned cluster school(s). The individual Frameworks that have been produced by the core group teachers have been compiled and placed within binders according to the subject content area. The binders will be distributed within the participating schools for use by all Cleveland senior high school teachers during the 1981-82 school year. (Copies of these Frameworks may be reviewed by contacting program management).

A survey prepared by program management was sent to the core teacher participants to ascertain their reactions to the Framework program. The following highlights a portion of the survey findings. An overwhelming majority of the 105 core teacher respondents indicated that they benefited from their participation in the workshop (100% responding "yes"); they have used or planned to use the Frameworks in their class (98% responding "yes"), and they have made modifications in their classroom teaching techniques (90% responding "yes"). (Refer to Appendix F for the complete results of the Core Group questionnaire results).

As stated earlier, inservice consultants also conducted individual and group sessions with interested non-core group teachers. An analysis of inservice data indicated that a total of 630 individual teachers, administrators, and classified school staff members were served on the average of seven separate occasions by project staff during the 1980-81 school year. When compared to the previous year's data, this not only represented a 48 percent increase in the number of individuals served (i.e., 425 versus 630 individuals served), but also indicates an increase in the average number of occasions such persons were served (i.e., six versus seven occasions). This documented increase in service was accomplished with the identical number of consultants (7) and at a time when the consultants were also initiating the teacher core group program within each of their assigned buildings.

Data indicated that 56 percent of the project's schools' staff were contacted (i.e., 630 out of the 1,123 individuals) at least once on an individual basis by the project's inservice consultants.

The majority of 1980-81 individual contacts (53% or 2,523 of the 4,787 contacts recorded) were initiated by the project's inservice consultants rather than by participating school staff members. This finding is similar to that which occurred during the previous funding year (1979-80) when 59% of those contacts were initiated by project consultants.

A total of 211 group inservice meetings were conducted in the 12 project schools during the 1980-81 report period. This approximated the number of such meetings held during the previous year (i.e., 211 versus 214). The size of the group attending such meetings consisted of six persons, a slight increase in size from the previous year when an average of five persons attended such meetings.

English department personnel from project schools remain the most frequently represented at both individual and group meetings. Staff members from this department comprised 20 percent of all persons who took part in the individual sessions (or 125 of the 630 persons), while 30 percent (or 63 of the 211) group meetings were held for project school English departments. The social studies and science departments were the second and third most frequently represented departments at both individual and group sessions. The departments of business education, industrial arts, mathematics, and home economics remained among the more frequently represented at both types of meetings. Departments which demonstrated the greatest increase in the number of individuals who obtained project inservice assistance in comparison to the previous year's representation included: social studies (5% increase), special education (5% increase), and science (3% increase). The seven inservice consultants also reported addressing faculty meetings in their assigned schools on a frequent basis.

The predominant topics covered in the inservice sessions held for individual members of the project schools' staffs involved: (1) selecting and distributing prepared instructional supplies or materials, (2) developing instructional techniques for the reinforcement of reading skills in the content area classroom, (3) planning for inservice activities. Data revealed that 50 percent (3,339 of 6,724) of the topics addressed at these meetings were classified within these three categories. A similar finding was obtained when group meeting topic data was analyzed. These identical categories accounted for 73 percent or 412 of the 567 topics discussed at group meetings. The findings were similar to those which were reported during the previous year.

The project's full-time inservice coordinator, who assumes responsibility for managing the over-all efforts of the entire inservice component of the project, reported meeting on an individual basis with 32 persons (i.e.,23 project staff members and a total of 9 teachers from various participating schools, English, social studies and home economics departments) on an average of 20 occasions per individual during the evaluation report period. The majority of the topics discussed at these meetings (90% or 999 of the 1,111 topics recorded) could be classified within the same major topic categories that were addressed by the individual and group sessions held by project staff in the schools. These efforts were similar to those accomplished by the coordinator during the previous year.

The inservice coordinator also conducted 54 group meetings with various project staff members, city-wide English department chairperson representatives, participating school faculties, and content area departments. Data revealed that the majority of topics discussed at these meetings (78% or 106 of the 140 topics recorded) related to the three topics cited in the individual contact discussion above. As in the previous year, group inservice participants who were addressed by the coordinator appeared to demonstrate a strong interest in receiving instruction related to the diagnosis and/or evaluation of individuals or groups of students (19% or 24 of the 140 topics recorded pertain to this category). The coordinator's group meeting efforts were also similar to those accomplished during the previous year.

The seven inservice teacher consultants responded to an evaluation questionnaire prepared by the project evaluator*. Six of the seven respondents indicated that it was not very difficult to get teachers to seek their assistance and did not believe that the majority of teachers in their schools were ignoring the "individual student reading problems that exist in their classes". One consultant did report having difficulty obtaining teacher participation and one consultant was "not sure" if the majority of the teachers addressed student reading problems in their classrooms. Two of the seven, however, reported that scheduling conflicts impeded their efforts to assist teachers. When the project's consultants did assist teachers, all seven agreed that "most" suggestions they offered were implemented within the teachers classrooms.

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*Refer to Appendix G for a summary of inservice consultant questionnaire responses.

It appeared that a more systematic approach was used to coordinate inservice teacher consultant efforts with those of project's lab teachers than has been the case in previous years. Five of the seven inservice consultants reported that those content area teachers who had large numbers of project reading lab student participants in their classrooms were identified and provided with priority assistance from the inservice component. The core teacher group was selected from among these individuals. This approach insured that the content area lesson plans (or Frameworks) developed by the core teacher group would address the specific needs of reading lab students.

When asked to provide what they considered to be their "major accomplishment", all seven inservice consultants cited the establishment and instruction of a core group of teachers. One respondent stated, "After the first workshop, the core group members did much to stimulate interest of other faculty members." The seven respondents, however, provided less of a consensus when asked to cite their "major disappointment". The following were among their responses: inadequate funding for content reading workshops, being assigned to two schools and as a result not being considered an integral member of the schools' staff, not having more time for inservice workshops during the school day, and the unusual number of teacher transfers as well as apathy among teachers.

Project records indicated that a comprehensive preservice/inservice program for project staff continued to be conducted during the 1980-81 school year. Activities planned by the project coordinator, with assistance from the inservice coordinator, included: three full-day preservice-inservice sessions, scheduled prior to the initiation of project activities in the schools, which provided certificated staff with an explanation of project operational procedures and potential impact of desegregation implementation; two-half day training sessions designed to inform aides how to utilize Stanford Diagnostic Reading Test item analysis information and the project's newly developed curriculum guide; an all-day meeting held at the end of the first semester (February, 1981) to assess project progress and set second semester goals; and monthly certificated staff meetings held to provide managerial directives and obtain feedback regarding project operations.

Project reading lab teachers and inservice consultants were asked to assess the effectiveness of the preservice/inservice activities discussed in the paragraph above. When asked to indicate how helpful they found the information presented at these sessions in terms of their own instructional needs, all but one respondent (i.e., 17 of the 18 respondents) found the information to be either "very helpful" or "helpful". The individual who did not respond in this manner indicated that the information was only "somewhat helpful". Respondents were also asked to indicate the extent to which their instructional approach changed as a result of attending these sessions. Once again, 17 of the 18 respondents indicated that their instructional approach changed "a lot" or "some", while the additional respondent stated "not much". These results indicate that the project's certificated staff found staff development efforts to be a profitable learning experience.

CONCLUSIONS

Prior to the start of the 1980-81 school year, the number of project reading labs was expanded to insure that each of Cleveland's 12 senior high schools obtained service. The majority of reading lab teachers reported encountering difficulty in scheduling eligible students into the labs for two reasons: (1) many eligible students lacked study hall time and (2) the desegregation department obtained priority recruitment status for its own program within each project school. Also, a high rate of student absenteeism reportedly plagued reading lab teachers' instructional efforts. Despite these difficulties, a typical student participant was enrolled in the reading lab on the average of 80 instructional school days.

The 893 lab participants for whom pre and post Stanford Diagnostic Reading Test data were available did demonstrate attainment of the proposed achievement criterion (i.e., one month in test score for every one month of instruction) in each of the three proposed subtest areas (i.e., vocabulary, reading comprehension, and decoding). In addition, the same student participants evidenced a statistically significant improvement in their attitude toward reading.

Although the majority of teacher consultants in the project's inservice component assumed responsibility for conducting their activities in two project schools during the current report period, the number of individual teachers that were provided with service increased notably from the previous year. The impact of 1980-81 inservice component efforts appeared to be maintained as a result of establishing core groups of 15-20 teachers in each project school who received intensive training which permitted the development of subject lesson plans (Frameworks) that were designed with a reading content focus.

Based upon an extensive review of 1980-81 project related data, this evaluator presents the following recommendations with the thought that they may provide program management with input when making future operational planning decisions.

- As noted in the previous project evaluation, the Federal District Court and Cleveland's Board of Education have identified reading instruction as being among the system's highest educational priorities. The Communication Skills Improvement Project is one of only two projects specifically designed to provide reading instructional support to senior high school students. During the project's seven years of operation, project staff has been successful in assisting those students most in need of improving their reading skills. This had been accomplished as a joint effort between reading lab and inservice component staff members. The critical need which the project addresses and its repeated success warrants prime funding consideration for future operations. Monies should be allocated to provide each school with a minimum of one full-time reading lab teacher, inservice consultant, and educational aide.

- The majority of reading lab teachers reported experiencing difficulty in scheduling eligible students into their labs due to a lack of study hall assignments within a student's schedule and conflict with desegregation sponsored reading efforts. Also, teachers instructional efforts were reportedly hampered by high student absenteeism rates which may have been to some degree contributed by these scheduling difficulties and the lack of academic credit for lab attendance. This finding suggests that program management continue to request that Cleveland's Department of Computer Services include the project's reading lab as part of each school's master schedule program. Additionally, discussions should be held with representatives of the Department of Educational Services in efforts to resolve the apparent recruitment conflicts involving Grade 10 students who are eligible to attend either the project's reading lab or the High Intensity Reading Lab. Finally, it is recommended that program management once again explore the possibility of awarding some type of academic credit or similar incentive for participating in the reading lab. This may help to improve lab attendance and promote an increased positive attitude among participants.

- As noted, grade equivalent scores have been found to provide an insensitive, and in some instances, a systematically distorted, assessment of cognitive growth. This is especially true when used in norm-referenced evaluations. For this reason, it is strongly urged that program management assess student reading achievement using the more statistically valid NCE scores. When current reading achievement data was re-analyzed using these scores, all student grade level groups (Grades 9-12) evidenced pre to post NCE gains on each subtest.

As a consequence of expanding the number of project reading labs and obtaining no increase in DPPF funds, the project's inservice staff remained at its 1979-80 strength (7 teachers). Data indicates that the staff provided an increased number of individuals with assistance despite assuming the additional responsibility of two schools each. The establishment of the core teacher group, to maintain the impact of inservice efforts, appeared to be successful in promoting a long term commitment from individual teachers to provide practical reading skill instruction in content area classrooms. This approach also appeared to support a coordinated reading effort between reading lab and classroom. This evaluator recommends that such an approach to inservice continue. If time permits, it may be profitable to initiate a study which adheres to recommended research guidelines to ascertain the effect this unique coordinated approach has on student reading achievement.

APPENDIX A

COMMUNICATION SKILLS IMPROVEMENT PROJECT STAFF

PROJECT OFFICE — PHONE 229-5532

Doris L. Brooks,	Coordinator
Patricia J. Jones,	In-Service Coordinator
Sandra L. Harris,	Clerk

COLLINWOOD CLUSTER

Kathleen Haas,	In-Service Consultant
Roderrick Bickerstaff,	Reading Lab Resource Teacher
Rose Griffin,	Educational Aide

EAST HIGH CLUSTER

Katherine Roth,	In-Service Consultant
Leonard Tabaj,	Reading Lab Resource Teacher
Juanita Gassaway,	Educational Aide

EAST TECHNICAL / SOUTH CLUSTER

Elizabeth Zaboly,	In-Service Consultant

EAST TECHNICAL	SOUTH
Annettee Tierce, Reading Lab Resource Teacher	Barbara Eiland, Reading Lab Resource Teacher
Mary Nelson, Educational Aide	Rudene Weatherspoon Educational Aide

GLENVILLE / LINCOLN-WEST CLUSTER

Cheryl Shelton,	In-Service Consultant

GLENVILLE	LINCOLN-WEST
Elizabeth Czapsky, Reading Lab Resource Teacher	Catherine Adams, Reading Lab Resource Teacher
Mary Marzette, Educational Aide	Mildred Hovan, Educational Aide

JOHN ADAMS / JAMES F. RHODES CLUSTER

Delphya Gagliardi, In-Service Consultant

JOHN ADAMS

Sue Zak,
Reading Lab Resource
Teacher

Mildred Holmes,
Educational Aide

JAMES F. RHODES

(Currently ineligible for
DPPF Services) When eligible
Glyndon Butler,
Reading Lab Resource
Teacher

JOHN HAY / WEST TECHNICAL CLUSTER

Frank Cotturo, In-Service Consultant

JOHN HAY

Carolyn Woods,
Reading Lab Resource
Teacher

Ernestine Bonner,
Educational Aide

WEST TECH

Barbara Convey,
Reading Lab Resource
Teacher

Katherine O'Dell,
Educational Aide

JOHN F. KENNEDY / JOHN MARSHALL CLUSTER

Donna Gifford, In-Service Consultant

JOHN F. KENNEDY

Catherine Dolney,
Reading Lab Resource
Teacher

Frances Burnley,
Educational Aide

JOHN MARSHALL

Currently ineligible for
DPPF Services. If eligible
Richard Gifford,
Reading Lab Resource
Teacher

Division of Research and Development
June, 1981

APPENDIX B

SURVEY OF READING LAB TEACHERS
COMMUNICATION SKILLS IMPROVEMENT PROGRAM

N=11

1. PROJECT DEMOGRAPHIC DATA

a. Please list the total number of students served by your reading lab this year. This includes those who may have left for one reason or another, those who completed their term of instruction and those who are still in the lab. Give totals by grade level and a grand total.

Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
80	833	506	312	1,731

b. How many different lab classes are taught in your lab? $\overline{X} = 6$

c. What is the size of your largest lab class? $\overline{X}=20$ The smallest? $\overline{X}=10$
What is the average size? $\overline{X}=13$

d. From what classes do the students come in order to attend lab? (Check one or more)

All categories contained Responses

_____ Study Hall
_____ English
_____ Other subject area classes
_____ Other (Please specify)

From which source do the majority of the students come? Study Hall (8 of 11) ~~teachers listed~~ this response)

e. What is the length of the instructional term for the majority of students?

1 Nine weeks
8 One semester
2 One year
_____ Other (Please specify)

What is the range of instructional terms that would account for most of the students? (e.g., 9 to 12 weeks) Range 9 - 34 weeks

f. Approximately what percentage of lab students are assigned to the lab with each of the following frequencies?

% of Students	Frequency
	1 day/week
10%	2 days/week
14%	3 days/week
	4 days/week
76%	5 days/week

2. PROJECT OPERATIONS

a. Did you encounter difficulty scheduling students into your reading lab classes?

7 Yes   4 No

. If "Yes", describe the difficulties you experienced. Students who had no study halls could not enroll...Class teachers were relunctant to release students...High Intensity Reading Lab scheduling took priority.

. How were the difficulties listed above resolved? (If they were not resolved, please explain why.)

Many students volunteered half of their lunch period to attend lab...

Students who attended High Intensity Reading Lab could not enroll...

b. Briefly describe how or what basis students were recruited for or assigned to the lab.

Parental requests, teacher referrals, administrative referrals, student volunteers, counselor referrals, etc.

c. What was your primary mode of instruction?

11 Individualized
____ Small group
____ Large group
____ Combination

3. INSTRUCTIONAL AIDS

Instructional materials and supplies (books, work supplies, etc.) provided by the project are:

	Yes	No
Appropriate to the learning levels of project students	11	
Useful in achieving project objectives	11	
Relevant to the interests of project students	11	
Adequate in quantity	11	

Comments: Excellent help for teachers...We often receive materials that students are excited about and supplies are always adequate and easy to secure...As a new teacher to the project, I found it most helpful to meet with a few teachers to discuss which materials they felt were: A. most helpful, B. most interesting

4. ATTITUDES OF FACULTY

In your opinion, what value do the faculty members in your building place on your efforts to improve student reading?

7 Essential
3 Much Value
1 Some Value
___ Little or No Value

Comments: Faculty members tend to view the project as the primary unit of reading instruction in the building...Most faculty members are waiting to see how much good the project does

5. PROJECT INSERVICE EFFECTIVENESS

a. Please indicate the approximate number of project staff development meetings which you attended this year.

7 Approximate number of project staff development meetings(i.e., preservice, monthly staff meetings,etc.)

b. In terms of your own classroom instructional needs, how helpful did you find the information that was presented at Communication Skills inservice sessions held throughout the year?

Very Helpful	Helpful	Somewhat Helpful	Not Helpful
6	4	1	

c. To what extent did your classroom instructional approach change as a result of attending these project sponsored inservice sessions?

2 A Lot   8 Some   1 Not Much   ____ None

d. In planning for inservice next year, what recommendation would you make regarding each of the items listed below?

	Increase	Continue As Is	Decrease	No Response
Number of sessions offered	1	10		
Variety of topics	6	5		
Time spent presenting each topic	4	6	1	
Sessions that provide suggestive teaching strategies	6	4		1

Please describe additional staff development recommendations you would like to see acted upon.

More sharing of materials and procedures between teachers in the program...Certain techniques (e.g., writing prescription sheets, taking inventory, etc.) should be explained to teachers new to the project...working on more coordination between classroom assignements and instruction of lab students...Visiting other labs in operation.

6. PROJECT EFFECTIVENESS

a. In your opinion, what single feature of the project has contributed most to classroom effectiveness (in terms of improving pupils' learning)?

The opportunity for individualized instruction...Task analysis for the Stanford Diagnostic Reading Test...Variety in materials that are designed to enhance student ability in specific skill areas

b. In your opinion, what single factor has been most detrimental (or contributed least) to pupils' learning?

Interruption of lab instruction due to assignment in High Instesity Reading Lab...Student absenteeism...No credit of any kind is given for participation in the project

c. What changes would you recommend be made in the project to improve the services offered to students?

I would like the project to be a graded subject to encourage greater participation among students...Inservice consultant could do more projects which involve students directly. They spend too much time with each other and teachers...More contact should be made with parents

d. Record any additional comments you would like to make about the operations of the project.

There is a serious need to change the diagnostic test we are using (Stanford). It is too hard for the majority of students...Could students be given credit for being enrolled in the lab?...Many students were pulled out of Communication Skills to participate in High Intensity. This was done usually with no prior notice and was very disruptive...The project is not run as economically as it could be. Examples: I have three brand new kits which are exact duplicates of ones that came from another building. The old ones were in good shape; the new ones have not been touched. $300 + were wasted and this is only one school...The priorities are often out of focus. Our #1 priority should be the students. When staff development meetings are held, should they really begin at 3:00 if this means in some cases, that teachers must close the lab and leave school early to arrive at a dinner meeting...I feel the project is a valuable and necessary part of the Cleveland Public Schools. It is for some students the one place they can go where the fear of failure does not threaten them. They look at the lab as a place to get help... Comments have been made to the effect that the CSIP was the most effective and positive labs in operation in our school

CLEVELAND PUBLIC SCHOOLS
Department of Research

APPENDIX C

COMMUNICATION SKILLS IMPROVEMENT PROJECT

Educational Aide Questionnaire

N=7

1. How often do you make contact with the parents of your reading lab students?

	2	4	1	
Very Frequently	Frequently	Periodically	Seldom	Never

- Describe what effect such contact has had on student learning. Parent became aware of child's reading disability and started new reading habit at home...Improved student attendance...I noticed no difference in learning, but attendance was better.

2. Do you feel that your talents and abilities are being put to good use in the project? Yes 7 No N/A

- If not, please explain. No Response

3. Has project sponsored inservice offered to aides helped to improve your assistance capabilities? Yes 6 No 1

- If "Yes", in what areas have you noticed improvements? The inservice helped with test taking and scoring...Has helped me understand value of manual

- If not, in what areas should inservice be focused? No response

4. With respect to reading lab operations, what has been your greatest accomplishment to date? Seeing students change from non-readers to readers... Being able to maintain a continuing rapport with students...When the student says I understand what I read....Improvement inmy record keeping gives me more time to work with students

5. Based upon the contacts you may have with the staff in your building, how do you feel they generally view project efforts? Most of the staff our very responsive to our efforts...They view the project as an asset...In one building faculty views the project efforts favorably. In another building that I worked it was not taken very seriously...Most teachers still think of the lab staff as miracle workers

APPENDIX C (Continued)

6. With respect to reading lab operations, what has been your greatest disappointment to date? Inability to reach more students...Students failing to come to lab due to withdrawals or whatever....The Board of Education seemly unawareness of the important operations of reading labs in all schools.

7. Do you have any additional comments you would like to make relative to the operations of this project? I would hope to see it continue as well as expand...I also think that if they (students) get some kind of credit for coming to the lab it would make a difference in their attitudes...I would like to see this reading lab become part of the required curriculum in the future...I think that if there were other ways of recruiting students other than on a voluntary basis you would get the ones who really need the help. There is a great need for labs. Students benefit greatly . When a student has a discipline problem the cause is due to the inability to read or understand what he or she reads.

APPENDIX D

CLEVELAND PUBLIC SCHOOLS
Division of Research and Development

Survey of Student Opinion

This survey is made up of some statements about you and your participation in the Communication Skills Program. Read each statement carefully and then mark the space on your answer sheet that shows how much you agree or disagree with each statement. There are no right or wrong answers. Your honest opinion whatever it is will be the right answer for you.

Mark only one answer for each statement. If you cannot make up your mind about a statement darken the letter C (NOT SURE) on your answer sheet. Don't skip any statement. Be sure the number on your answer sheet matches the number of the statement when you're marking your answer.

Mark the answers on your answer sheet using this code:

	A=Strongly Agree	B=Agree More Than Disagree	C=Not Sure	D=Disagree More Than Agree	D=Strongly Disagree
1. I'm reading better this year than I did last year.	65%	28%	5%	2%	
2. Being in the Communication Skills Program helped me do better in my regular classes.	54%	29%	11%	5%	2%
3. Going to the Communication Skills Lab helped me learn to read better.	62%	24%	7%	5%	2%
4. I'm glad I was in the Communication Skills Program.	77%	16%	5%	2%	
5. I'd like to be in the Communication Skills Program next year.	65%	14%	15%	2%	4%
6. Students who aren't in the Communication Skills Program wish that they were in it.	24%	25%	41%	3%	7%
7. I think the Communication Skills Program should be in our school next year.	83%	11%	4%		2%
8. The teacher in my communication Skills Program did a good job in helping improve my reading.	80%	12%	6%	2%	

APPENDIX E

NAME ____________________ TEACHER ____________________

GRADE ____________________ SCHOOL ____________________

DATE ____________________

A Scale To Measure Attitude Toward Reading

	I Agree	I Usually Agree	I am Undecided	I Usually Disagree	I Disagree
1. I do not read unless I have to.					
2. I like getting books as gifts.					
3. I can learn as much from T.V. as from reading.					
4. Most books are boring.					
5. Reading is a good way to spend spare time.					
6. I wish I could read better.					
7. I enjoy reading.					
8. I don't care if my reading improves.					
9. Magazines don't interest me.					
10. Reading is a skill needed in everyday life.					
11. Most books have no value to me.					
12. If there were no books, I'd never miss them.					
13. Even if I'm interested in something, I don't like to read about it.					
14. There should be more time for free reading during the school day.					
15. People who cannot read must be unhappy sometimes.					
16. Books should not be read except for class.					
17. I find no need for reading.					
18. Being able to read will make it easier to get a job.					
19. I like to read about things I can make or use.					
20. Most things I read are dull.					

Score____

APPENDIX F

Cleveland Public Schools
Communication Skills Improvement Project

INSERVICE CORE GROUP QUESTIONNAIRE

N=105

Please help us in planning for next year's inservice by circling your response to the items below and by making suggestions that you think will improve our efforts to assist teachers in improving reading in content areas.

Responding

Yes No
1. 98% 2% I developed Content Reading Frameworks as part of my involvement in the Communication Skills Improvement(DPPF) reading inservice workshops.

Yes No
2. 98% 2% I actually have used or plan to try implementing the Content Reading Frameworks with my class.

Yes No
3. 97% 3% I would recommend to my colleaques the teaching methods we practiced in the reading workshops.

Yes No
4. 90% 10% I have used my own time in planning Content Reading Frameworks.

Yes No
5. 100% ___ I have benefited from my participation in the reading workshops.

Yes No
6. 90% 10% As a result of my involvement in Content Reading Workshops, I have made modifications in my teaching techniques which will benefit students who have reading difficulties.

High Low
1 2 3 4 5
7. 16% 51% 29% 0 1% The Content Reading approach has generated student participation in my classes.

High Low
1 2 3 4 5
8. 24% 51% 23% 2% 0 The reaction of my students to Content Reading guides has been positive.

9. I prefer having the inservice reading workshops

3% after school 6% on Saturdays 91% all day with released time

10. I prefer having the inservice reading workshops at

47% my own school 5% the other "cluster" school 38% project headquarters

11% no preference

11. I prefer having the inservice reading workshops with

46% teachers from both "cluster" schools 27% teachers from my school only

23% not applicable, since there is only one high school in the East and Collinwood clusters.

11% No preference

12. I would like to make the following recommendations or suggestions:

Comments are on file in the Communication Skills Project office.

APPENDIX G

Cleveland Public Schools

DPPF COMMUNICATION SKILLS IMPROVEMENT PROGRAM

Inservice Teacher Questionnaire

1. What methods have you used to make teachers aware of the inservice assistance you have to offer?

   Through faculty meetings, department meeting orientation, the weekly in-school bulletin, an initial survey form at the beginning of the school year, dittos in teachers mailboxes regarding special topics/materials, etc.

2. How do you determine what teacher instructional reading needs should be addressed during inservice?

   I consider student assessment results, observation of classes, and I ask teachers what their needs are....I determine teacher instructional reading needs by asking the teacher to assess their classes with an informal reading test....Through feedback of teachers in informal conversations.

3. What procedures are followed to assess teacher(s) progress during and after the assistance phase of your work?

   Informal oral exchange of ideas....Post testing of random classes....Many teachers pre and post test classes....Classroom observations.... Lab students' progress is monitored....Questionnaires distributed to Core teachers....Analysis of class evaluations following assisted instruction.

4. How have you attempted to coordinate your efforts with the project's lab teacher and/or other school personnel?

   A matrix of the school staff was made. It reflected the students enrolled in the lab and their respective class teachers. Those teachers who had the greatest number of students enrolled in the labs were selected for the core group....Teachers eleigible for inservice are determined by the students enrolled in the lab..... Individual contact with teachers who have referred students to lab but are not in Core Group

APPENDIX G (Continued)

5. In your opinion, have your attempts to coordinate such efforts been successful? Explain.

Yes, more teachers have become aware of students' reading needs....Scheduling problems often interferred, but on the whole other personnel and programs cooperated...Yes, I feel that in both schools a cooperative atmosphere was created.

6. Please respond to the following according to how much you agree or disagree with each statement.

N=7

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
a. It is very difficult to get teachers to seek my assistance		1		1	5
b. Scheduling conflicts have impeded my efforts to assist teachers.		2		3	2
c. Teachers implement most suggestions I have to offer.	2	5			
d. The project's Inservice Coordinator has always provided me with advice and assistance upon request.	5	1			1
e. The majority of subject teachers in my school continue to ignore individual student reading problems that exist in their classes.			1	3	3

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
f. It has been very difficult for me to properly assess the impact of my efforts.		1		5	1
g. Most contacts with my school staff have been on an individual basis rather than with groups.	1	4	1	1	

7. PROJECT INSERVICE EFFECTIVENESS

a. Please indicate the approximate number of project staff development meetings which you attended this year.

Avg. 21 Approximate number of project staff development meetings(i.e., preservice, monthly staff meetings,etc.)

b. In terms of your own classroom instructional needs, how helpful did you find the information that was presented at Communication Skills inservice sessions held throughout the year?

4 Very Helpful 3 Helpful ____ Somewhat Helpful ____ Not Helpful

c. To what extent did your classroom instructional approach change as a result of attending these project sponsored inservice sessions?

6 A Lot 1 Some ____ Not Much ____ None

d. In planning for inservice next year, what recommendation would you make regarding each of the items listed below?

	Increase	Continue As Is	Decrease
Number of sessions offered	1	5	1
Variety of topics	3	4	
Time spent presenting each topic	2	5	
Sessions that provide suggestive teaching strategies	7		

APPENDIX G (Continued)

(Continuation of Question 7 - Project Inservice Effectiveness)

Please describe additional staff development recommendations you would like to see acted upon.

It would be helpful to have some speakers from outside sources. This would help us stay up-to-date on new trends in reading....A continuation of content reading workshops....Some assitance in forming a united Reading Committee

8. To date, what do you consider to be your major accomplishment?

The establishment and instruction of a "core group" of teachers in two high school buildings in most content areas, who are able and willing to assist us in continuing the CONTENT READING effort....

9. To date, what do you consider to be your major disappointment?

Being divided between the schools leaves me with a feeling of not belonging Teachers gripe about former"standards" held by that school RATHER THAN to provide quality instruction for the present students...inability to work with more teachers..

10. Do you have any other comments you would like to make relative to this interview?

I feel that the Core Group idea emphasized this year by inservice was an excellent approach....Most teachers have been most cooperative and obliging I have nothing but good things to say about the warm manner in whibh they have received our program ....Much of the inservice work is duplication. I'd like-to-see-more-centralization to reduce this and for idea sharing....Now that we have an organized, well though-out, and successful approach for teaching reading in the content areas, we need to spread the word.

COMPUTER-ASSISTED INSTRUCTION
IN MATHEMATICS

Prepared by

S. James Zafirau
Project Evaluator

Typed by
Phyllis Carter

Margaret Fleming
Deputy Superintendent

1980-1981

COMPUTER-ASSISTED INSTRUCTION IN MATHEMATICS

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

To provide 7-12 grade students who have experienced difficulty learning mathematics in 14 high schools and two junior highs with regular and supplemental instruction in mathematics through the use of a computer. To provide mini-computers to be used with program identified students, as well as other interested students, under the supervision and orientation of the teacher in the classroom. To provide a computer assisted instruction consultant teacher with expertise in computer assisted instruction for conducting in-service training for these project math teachers, develop computer programs for their use, distribute these and other useful materials and information, and provide other support services.

SERVICE SUMMARY

Pupils Served: 2,450** **Grades Served:** 7-12 **Years in Operation:** 5

Schools: 14 high schools
2 junior high schools
16 Total

Staffing: 1 Project Manager, ½ FT
1 Consultant Teacher, FT

Total DPPF Expenditures: $86,085*

Per Pupil Cost: $35/year

SUMMARY OF FINDINGS

Identified students as well as interested students in all sixteen schools received supplemental instruction incorporating computer techniques into their ongoing mathematics program, and the disparity between CAI indentified students and the other students in terms of basic math skills appears to have been reduced between pre-and post-testing, suggesting program success in terms of this objective.

A number of computer programs and materials were developed and distributed to each participating school. In-service training was provided for teachers who in turn provided supplemental instruction through the use of the mini-computers located in project schools. The consultant teacher conducted in-service sessions, developed educational matherials, and aided and assisted classroom teacher in the use of the mini-computers. Although inservice training for participating teachers was provided, the perceived effectiveness of this varied from school to school and teacher to teacher, suggesting better organization with respect to this in-service activity. Likewise, the management system of scheduling computer time as maintained was perceived with varying degrees of effectiveness, suggesting improvements in that system. Orientation of both students and teachers to the effective use of the mini-computer could benefit from continual upgrading.

---

* Expenditures are estimates based on latest revised budget.

**Secondary students: 1,500 were regularly involved; 950 had more limited involvement.

OBJECTIVES AND OUTCOMES

- Objective 1: Identified* students in all fifteen (15) schools will receive supplemental instruction incorporating computer techniques into their ongoing mathematics program.

  - Outcome: The data indicate that Objective 1 was achieved. A reported total of 1817 identified students in sixteen (16) schools (Lincoln Junior High was dropped and John Marshall and James Rhodes High Schools were added) received supplemental instruction incorporating computer techniques into their ongoing mathematics program. (Additional interested students were also involved.) These techniques involved the use of the mini-computer and/or a micro-computer in four major areas of application: As an electronic blackboard; as a materials generator; for drill purposes; and as a semi-tutorial device.

    Two basic types of survey instruments were used during the Program Review of the computer Assisted Instruction Program to gather evaluation data. Type A was designed to obtain dessciptive, qualitative information through the use of predominantly open - ended questions pertaining to the project's objectives. Type A surveys were therefore designed to get in-depth and unique responses from each respondent. Because of this, Type A is more suitable for administering to small groups, and with a subsequent conceptual consolidation of responses rather than a built-in consolidation feature as available with predominantly fixed response items which can be automatically grouped by category and/or summarized readily over a large group of respondents in terms of arithmetic averages, frequencies of each response choice, and so forth. Type B surveys are of this latter type.

    Type A surveys were sent to the CAI project's consultant teacher (Appendix A), to six departmental chairpersons (three responded; see Appendix B), to ten CAI project teachers (four responded; see Appendix D); and forty-four students (only one returned the short confidential questionnnaire in the stamped, addressed envelop provided! See Appendix A). Type B surveys were sent to the six remaining chairpersons who were not also teachers (five responded; see Appendix C), and the remaining fifty-five teachers plus the four chairpersons who taught (thirty of these fifty-nine teachers and chairperson-teachers responded; see Appendix E).

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*As identified by CTBS and/or Algebra Prognosis Test stanine scores of 1-2-3, and/or consistent grades of D or F in mathematics, and/or enrollment in Business Math, Shop Math I, Senior Math, or 10th grade Algebra I, and/or the recommendation of the mathematics department chairperson.

A sample of teachers (Type A Survey, Appendix D, N=4) and department chairpersons (N=3, Appendix B) reported that this work was primarily remedial in nature, and that it focused upon topics such as: "basic practice on fundamentals", "how to work with decimals and how to handle fractions," and so forth.

The project's consultant teacher provided the project schools with tapes for the mini-computers which contained a wide variety of remedial programs based upon the topics cited above.

Students used the computers individually and in small groups, reporting that the mini-computer was used like a tutor to sharpen math skills.

Of those responding to a survey, seventeen out of twenty-four teachers and three out of six chairpersons (two were undecided) agree or strongly agree that Computer Assisted Instruction Project identified students received supplemental instruction incorporating computer techniques into their ongoing mathematics program. Seventeen out of thirty teachers (seven undecided) and four out of six chairpersons thought that there was ample evidence of incorporation of computer applications into the regular instructional program in mathematics classes. A complete summary of responses to the teacher and chairperson surveys may be found in Appendix E and Appendix D, respectively.

- Objective 2: Identified* students in all fifteen schools will employ computer support in problem solving procedures and programming.

  - Outcome: From the pont of view of the numbers of schools and students reported involved, it can be concluded that this objective was achieved. Math department chairpersons (N=16) reported on a form sent to them that 1817 identified students used the mini-computer, as also did other interested students.

    Materials published in the project's "Computer Newsletter" (Numbers 4 through 9) this school year provided instructional techniques and worksheets for project teachers to use to teach students how to write simple programs. New computer tapes (with written instructions) made available to project participants by the consultant teacher include problem solving procedures in mixed fractions, proportions, algebra, metric math, plotting points on a plane, percent to fraction conversion, addition and subtraction on the number line, graphics, and so forth.

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*As identifed by CTBS and/or Algebra Prognosis Test stanine scores of 1-2-3, and/or consistent grades of D or F in mathematics, and/or enrollment in Business Math, Shop Math I, Senior Math, or 10th grade Algebra I, and/or the recommendation of the mathematics department chairperson.

Of those thirty CAI teachers responding to a survey (Type B, Appendix E) eighteen (60%) indicated that the students use of computer applications in their mathematics assignments was occassional, seven (23%) teachers said such use was seldom, and the remaining five (17%) teachers indicated that such use was often or very frequent. Four (80%) of five responding math chairpersons noted that such use was occassional, with one (20%) chairperson indicating a use of seldom (Appendix C).

- Objective 3: An effective management system of scheduling computer time use will be maintained, so that students and staff will benefit from optimum use of the system.

  - Outcome: The data suggests that this objective is only partially achieved. Students, teachers, and mathematics chairpersons (N=7) who were surveyed indicated that the following types of systems were used to schedule students who wished to use the computer: Study hall periods, during class time (as available), only scheduled those individuals who volunteered to work on the computer, student sign-up sheet, and no regularly scheduled time for using the computer. The majority of the respondents indicated that the present scheduling system did not ensure that students made optimum use of the computer (N=5). The responses given indicate that there is not a clear and consistent concept of what a system to schedule students is or should be. Computer use was found to be supervised most frequently by the math teachers involved, during class.

    Chairpersons and teachers were asked to note the extent to which they agreed or disagreed with the statement that the time management system for scheduling student computer usage is effective (from strongly disagree = 1 to strongly agree = 5). Six (6) Chairpersons gave an average response of 3.17, with individual responses ranging from strongly disagree to strongly agree. Thirty (30) teachers surveyed gave an average response of 2.87, with individual responses ranging from strongly disagree to strongly agree. The teachers offered the following additional comments regarding the question on the effectiveness of the time management stystem for scheduling student computer usage:

    - "However, we have had no scheduling problems."
    - "More work should be done to improve the efficiency of the schedule for students in order to make it more accessible to the student body."
    - "Teachers are doing two things at once and have trouble keeping track of the computer time."
    - "To my knowledge the use of the computer is on 'first come-first serve' basis."
    - "Computers cannot be kept out without supervision. There is no teacher time alotted for this."

- "Our system broke down at times due to the shortage of teacher time. The program was veluntary."

In summary, it appears that the perceived effectiveness of the time management system for scheduling student computer useage varies from school to school.

- Objective 4: Interested 7-12 grade mathematics students in the fifteen (15) component schools will be provided with an orientation to the use of the micro-computer by their respective mathematics teachers, as a part of their regular mathematics instruction.

  - Outcome: The data indicate that, for the most part, this objective was achieved. Chairpersons (N=3; Appendix B) indicated through a survey that students have been introduced to computer usage through classroom teachers' individual efforts, and on an individualized rather than program-wide or set pattern basis. Teachers (N=4, Appendix D) reported that they oriented interested students to the use of the computer as part of their regular mathematics instruction through personal example, demonstrations, and through using computer programs introducing mathematic units, using pregrams made for testing, and using programs which created competition between rows, etc.

    Two chairpersons strongly agreed, two agreed, one disagreed, and one strongly disagreed (average of 3.50 on 1 to 5 scale) that interested students have been provided with orientation to the use of the micro-computer as part of their regular mathematics instruction. Seventeen (57%) out of 30 CAI program teachers responding to this same question agreed or strongly agreed, with an average response of 3.33 (from strongly disagree = 1 to strongly agree = 5). Consult Appendices C and E, respectively, for related survey detail.

- Objective 5: Mathematics teachers at the fifteen (15) component schools will be provided with six (6) periods of inservice instructions and orientation to the use of the micro-computer as an instructional tool.

  - Outcome: The data indicates that this objective was, at best, only partially achieved. Although project records show that extensive inservice instruction and orientation to the use of micro-computer as an instructional tool has been provided to the CAI project mathematics teachers at the sixteen component schools, the perception and the report of such by math chairpersons and teachers varies widely. Of the twenty-six (26) CAI project identified teachers responding to this question of the occurrance of effective inservice instruction and orientation to the use of the the micro-computer as an instructional tool: 9 (34%) strongly agreed or agreed, two (8%) were undecided, and 15 (58%) either disagreed or strongly disagreed. The average of these teacher responses on this five point scale was 2.65. Of the five chairpersons responding: one (20%) agreed, three (60%) disagreed, and one (20%) strongly disagreed that CAI mathematics teachers have been provided with six (6) periods of effective inservice instruction and orientation to the use of the micro-computer as an instruction tool, for an average response of 2.20 on a scale of one (strongly disagree) to five (strongly agree), for chairpersons.

The majority (61%) of the math chairpersons and teachers reported (see appendices C and E, respectively) that this inservice has not been provided, at least to the degree proposed.

Additional comments from teachers and chairpersons regarding this inservice training for CAI teachers were as follows:

- "Opportunities were available, but teachers did not take advantage of the opportunities."
- "In-service instruction was made available whenever needed."
- "The number may be more or less than six, but they have had help available if desired."
- "I have not been orientated in this matter."
- "We had two."
- "More inservice instruction is needed."
- "Teachers need effective orientation."
- "Last year."
- "I have not been involved in CAI program."

In response to a second, different questionnaire (Appendix B) sent to six different chairpersons, three responded. Two of these three indicated that no CAI in-service sessions had been conducted this year for teachers in their schools; the remaining chairperson indicated that one session had occurred. All three indicated that all of their teachers had been inserviced the previous year. A similar question was sent to ten project teachers not included in the first survey. Four teachers responded, indicating that none had attended any project inservice sessions this year (Appendix D).

The teacher consultant for this project indicated that 'organizing group inservice' was one of the weaknesses of this CAI project, and recommended that this group inservice activity be in blocks of at least 4 hours duration at a time. Such would probably require released time or extra-pay evening or weekend time.

- Objective 6: Among students who utilized the micro-computer (visual-auditory and/or hands on) on a weekly basis (at least 25 occasions/year) 75% or more will demonstrate a significant increase in basic mathematics computational skills.

  - Outcome: The data, as collected and analyzed, indicate that this objective was probably achieved.

    Last year, this objective did not exist. The use of the varyingly and imprecisely defined 'earned grade' was used instead of a basic math skills test score. In the process of changing the criterion, a locally made basic math skills test was developed and refined, and a scoring and analysis procedure was also developed. A standardized test for this purpose was not currently in use over the range of grades affected, and none were deemed as appropriate for this need as the test of basic math skills developed locally (See Appendix I).

    There are six distince subtests to this forty-five item Basic Math Skills Test: Whole Numbers (13 items), Fractions (14 items), Decimals (9 items), Percent (4 items), Ratio (2 items) and Proportion (3 items).

    In attempting to achieve and to do the measurements required by this objective, several technical as well as operational difficulties were overcome; others remain to be eliminated in the future. The Cleveland Schools were experiencing desegregation mandated -- as well as enrollment and fiscal cutback necessitated -- changes during this past school year. The related movement of teachers and students midyear helped to contribute to the fact that less than half of the reported CAI involved students were tested. This could affect the generalizability of these results.

    For example, Patrick Henry Junior High School furnished no post-tests, while five high schools (Collinwood, East Tech, Glenville, John Kennedy, and John Marshall) furnished no pre-test for analysis. This type of problem also occurred within schools, between CAI participating teachers. A technical problem occured at the point of matching and merging the pre- and post-tests for each student. Because the anticipated match/merge procedure did not materialize from data processing, analyses requiring such matched data could not be done. These two problems raise questions about both representativeness and equivalence of the samples being analyzed and compared.

    Taking the pre-test in the fall were 380 CAI program identified students (treatment group) and 413 other students (comparison group) in the same classrooms. Using the locally made test of basic math skills, a significant difference ($p < .05$) was found between the treatment group and the comparison group in terms of total tests score. The comparison group scored significantly higher on these pre-tests (Appendix G). In the spring, 592 CAI treatment group students and 370 comparison students took the post-test. The total post-test scores were not significantly different (See Appendix H), strongly suggesting that the CAI program experience was a factor in reducing the basic math skills disparity between treatment and comparison groups. The pre- to post-test gain in percent of test items answered correctly was 9.0% (47.0 to 56.0) for the treatment group and 2.2% (58.2 to 60.6) for the comparison group, using the total test score as the basis of comparison. The same findings held true for each of the subtests except for the Percent Subtest. However, this can be explained by the fact that the comparison group made pre- to post-gains even more impressive than the treatment group's 4.0% (17.6% to 21.6%) gain on this Percent Subtest.

CONCLUSIONS

Identified students as well as interested students in all sixteen schools received supplemental instruction incorporating computer techniques into their ongoing mathematics program, and the disparity between CAI indentified students and the other students in terms of basic math skills appears to have been reduced between pre- and post-testing.

A number of computer programs and materials were developed and distributed to each participating school. Although inservice training for participating teachers was provided, the perceived effectiveness of this varied from school to school and teacher to teacher, suggesting better organization with respect to this inservice activity. Likewise, the management system of scheduling computer time as maintained was perceived with varying degrees of effectiveness, suggesting improvements in that system. Orientation of both students and teachers to the effective use of the microcomputer could benefit from continual upgrading.

APPENDIX A

Consultant Teacher Survey
Type A

Cleveland Public Schools
1981 DPPF Program Review

COMPUTER ASSISTED INSTRUCTION

Consultant Teacher Survey

School: Observation Interviewer: Jim Zafirau

Date: Principal:

1. Please describe your overall role in the Computer Assisted Mathematics Program:

   1. Teacher training and inservice
   2. Educational software development
   3. Information dissemination

2. What topics have you presented at in-service programs this year?

   1. Use of large video monitor w/ micro-computer
   2. Intermediate and advanced BASIC programming techniques

3. What types of individual help have you provided to teachers in this program? Please be specific.

   1. overconing difficulties in operating the computer
   2. developed specific software as requested by the thacher
   3. introduce the computer to the teacher's class and trained students to operate the computer.

4. What resource units are planned or have been developed by the curriculum committee for computer assisted math?

   None

5. What are the strengths and weaknesses of the computer assisted instructional program?

Strength.

potential to motivate students to engage in learning

Weakness: data collection on computer usage

organizing group inservice

6. What are your recommendations for improvement of the program?

1. organize group inservice (at least 4 hrs. dcration at one time)
2. improve data collection techniques on impact of the computer on education progress.

CLEVELAND PUBLIC SCHOOLS

MEMORANDUM

May 15, 1981

TO: Wally Havenhill

FROM: Jim Zafirau, Ph.D. J.Z.

RE: Program Review

Attached is a questionnaire/opinionnaire which I would like you to complete and return as soon as convenient. I have enclosed a return envelope for that purpose.

JZ/ac

Please fill in the blanks.

APPENDIX A (Continued)

COMPUTER-ASSISTED INSTRUCTION IN MATHEMATICS

1980-81 DPPF Evaluation

Purpose of Project: To provide 7-12 grade students who have experienced difficulty learning mathematics in 14 high schools and 2 junior highs with regular and supplemental instruction in mathematics through the use of a computer.

Number of Pupils Served: 2450 secondary** Grades served: 7-12

none elementary*

Number of Schools: 16 secondary **Per Pupil Cost:** $31/yr.

none elementary

Staffing:
Project Manager part time F.T.E.
Consultant Teacher yes F.T.E.

Key Components:

______ . ~~Terminal units connected to central computer~~ dropped June-1980 and mini-computers based in the project schools.

______ . Instruction and practice in computer fundamentals and programming incorporated into the regular mathematics program.] not being implemented currently

______ . In-service training provided for teachers from the participating schools.

______ . Consultant teacher conducted in-service session, developed educational materials, and aided and assisted classroom teachers in the use of the mini-computers.

______ . Other (please specify): ______

**Secondary Students: 1500 were regularly involved.. 950 had more limited involvement.

*Elementary Students: NA were regularly involved.. NA had more limited involvement.

(Students with regular involvement used the terminal six or more times during the year, while students with limited involvement used the terminal less than six times.)

APPENDIX B

Chairperson Survey
Type A

Cleveland Public Schools
1981 DPPF Program Review

COMPUTER ASSISTED INSTRUCTION

Chairperson Survey

School:__________ Interviewer: Jim Zafirau

Date:__________ Chairperson:__________

1. What have been the reactions of math teachers to computer assisted instruction (CAI)?

   - Poor last year - Better this year still only used on Friday - while make up tests are given to balance of class.
   - Half of the department has shown interest in the program and use it to some extent in their classes.
   - Some good, some poor, couple do not want to take the time to learn its uses, others were very anxious to use it for individual instruction

2. How many teachers have actively involved their students in CAI?__________

   T/N = 260/3 = 86.7 Avg.

   - What subjects do these teachers teach?
     - Math - 7th grade
     - Bus. Math and Law Alg, Law Senior Math, Law Business Math
     - Shop Math I, Business Math

3. How many students are using the CAI computer regularly (at least once per week) to help them with their math?

   T/N = 260/3 = 86.7 Avg.

   - How many students are using the CAI computer on a limited (less than once per week) basis to help them with their math?

     None to 64 (N=3)

4. Have any CAI in-service sessions been conducted this year for teachers?

1	2
Yes	No

- **How many sessions?** 1
- **When were these session conducted?** During the first semester (the date escape me)
- **Where were these sessions conducted?** At the school
- **How many teachers participated (by subject area)?** All 6 dept. members
- **How many of your mathematics teachers had CAI in-service in previous years?**
  (N=3) Each Said All

5. How have students been introduced to the program?

- As a program - none as indicated on Friday 5 classes are exposed to it.
- Individually (no set pattern)
- Through the classroom teachers individual efforts.

6. How have you organized the CAI use --i.e., how do students "get time" on the computer?

- During class time or a teacher's "free" time.
- Students take turns doing remedial or the computer during class time.
- I have not - other teacher lets 2 or 3 at a time come up.
  - **Who supervises this use?**
    - It is in class
    - The teacher involved ... Math teacher
  - **Are the facilities adequate?**
    - Yes, but the need to use the elevator for transporting the computer between doors is very time consuming.
    - Yes
    - Yes if you have vision like an eagle.

7. What proportion of your time is devoted to CAI coordination?

- Any where from one period a week to one period a day. This will vary depending on how often and how many teachers are using the computers, as it takes time to transport materials between floors, from classroom to classroom.
- 3%
- Seems like a lot - but it's really very little - none. Answering forms like this - carrying messages, passing around literature.

8. How would you describe the overall effectiveness of CAI as a learning resource for students?

- Zero
- Good learning resource.
- It is a very effective motivational tool.

9. What recommendations can you make for the improvement of this program?

- The program should be expanded so that all students could be involved from adv. math to remedial arith.
- Put the program on a more logical basis. Use programs that are related to each other and that can give a demised (?) account of what happens without the teacher actually being there.
- As a teacher - nothing beats chalk and a blackboard -
  "If" --- pupils could on their own, go to an area on their own time and have someone (NOT ME) load (and supervise) specific tapes for specific area use, it would be a benefit. I work bell to bell now, and have no time for set up. If I took one day on each tape I'd need more tapes. If I had to cover a tape a day I'd have no time for instruction. If we had a room with 40 individual computers where a child could look up their on index, pick his tape, play it, put it away, and leave; there it would be ok.
  All depends on the desire of the individual people.

APPENDIX B (Continued)

June 2, 1981

Dear Colleague:

You have been identified as a professional staff member who has been involved in the computer assisted math project this school year. We need your feedback in planning for the future. Much of the needed information can best be obtained from the people involved such as yourself.

Would you please take a little time now, complete the enclosed questionnaire and return it to me in the attached envelope -- as soon as possible. We need your help in getting this required end-of-year information together.

Sincerely,

Jim Zafirau

Jim Zafirau

JZ/pab

Enclosure

P.S.: Your responding now will save on follow-up time and expense. Your individual response will be kept confidential.

Chairperson Survey
Type B

APPENDIX C

CLEVELAND PUBLIC SCHOOLS

1981 DPPF Program Review
COMPUTER ASSISTED INSTRUCTION

Please indicate the extent to which you agree or disagree with the following seven statements (circle your response choice):

1. Computer Assisted Instruction Project identified students received supplemental instruction incorporating computer techniques into their ongoing mathematics program.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1		
Frequencies	0	3	2	1	0	Average	3.33

Comment

. Staff members did not take advantage of the opportunities to learn how to use the computers.

. Most computer work has been done with entire class participation.

2. There is ample evidence of incorporation of computer applications into the regular instructional program in mathematics classes.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1		
Frequencies	1	3	1	1	0	Average	3.67

Comment

. One computer available; teacher attitudes.

3. Students' use of computer applications in their mathematics assignments is:

	Very Frequent 5	Often 4	Occassional 3	Seldom 2	Never 1		
Frequencies	0	0	4	1	0	Average	2.80

Comment

. Students seem indifferent to the use of the computer.

4. Students are provided with an effective orientation to the use of the micro-computer by their respective mathematics teachers, as part of their regular mathematics instruction.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	5	4	3	2	1	
Frequencies	0	1	3	1	1	Average 2.67

Comment

- Teachers need effective orientation.
- Erratic attendance patterns contribute to the ineffective orientation of many students.

5. A time management system for scheduling student computer usage now in operation is effective.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	5	4	3	2	1	
Frequencies	0	4	0	1	1	Average 3.17

Comment

6. Interested students have been provided with orientation to the use of the micro-computer by their respective mathematics teachers, as part of their regular mathematics instruction.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	5	4	3	2	1	
Frequencies	1	2	0	1	1	Average 3.50

Comment

- Some interested students were deprived of the opportunity to use the TRS-80, because they were not classified as "Disadvantaged Pupils".
- A group of students have been putting in extra time on how to use and program the computer.

7. **Mathematics teachers involved in this computer Assisted Instruction Project have been provided with six(6) periods of effective inservice instruction and orientation to the use of the micro-computer as an instructional tool.**

	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**	
	5	**4**	**3**	**2**	**1**	
Frequencies	0	1	0	3	1	Average 2.20

Comment

- Opportunities were available, but teachers did not take advantage of the opportunities.

Additional Comments

- **We have had this for too short of a time to be effective. In order to be used effectively as an instructional tool there must be more than one machine.**
  As students become more involved with computer the machine will be more beneficial.

- **Would it be possible to:**
  Incorporate into our schedule a specific plan to take students for 2 weeks at a time from their regularly scheduled math classes and teach them the fundamentals in using the TRS-80? In larger classes, students lose interest if they are not actively involved. This means one teacher in the department would devote most of his/her day to instructing students in the computer....Just a suggestion, but worth thinking about.

June 2, 1981

Dear Colleague:

You have been identified as a professional staff member who has been involved in the computer assisted math project this school year. We need your feedback in planning for the future. Much of the needed information can best be obtained from the people involved such as yourself.

Would you please take a little time now, complete the enclosed questionnaire and return it to me in the attached envelope -- as soon as possible. We need your help in getting this required end-of-year information together.

Sincerely,

Jim Zafirau

JZ/pab

Enclosure

P.S.: Your responding now will save on follow-up time and expense. Your individual response will be kept confidential.

APPENDIX D

Teacher Survey
Type A

Cleveland Public Schools
1981 DPPF Program Review
COMPUTER ASSISTED INSTRUCTION

Project Teacher Survey

School:_______________ **Interviewer:** Jim Zafirau

Date:_______________ **Teacher:**_______________

1. **How many years have you been involved in this program?** T/N = 5/4 = Avg. 1.25

2. **Have you attended any project in-service sessions this year?**

   [0] **Yes** [4] **No**

   - **How Many?**______
   - **What topics were presented at the in-service sessions which you attended?**
   - **Were the sessions of any benefit to you?**

     ☐ **Yes** ☐ **No**

   - **Why or why not?**______

3. **How have you incorporated computer applications into the regular instructional program in your math classes? (Please give specific examples of supplemental instruction that incorporated computer techniques.)**

- Tapes designed by teacher to fit specific units.
- A number of individuals worked on individual weaknesses. This was especially true of those students who had great difficulty working with fractions.
- Somewhat - class periods were devoted to use of the computer - each student was checked out on loading a tape - one week was spent in class on tapes; after that it was individual.

4. **What types of computer applications have students used to complete their mathematics assignments?**

- Remedial tapes
- Students learned how to work with decimals and how to handle fractions.
- Basic practice on fundamentals - I did not have time to write programs for applications although I know how to do it.

5. **How were students identified for the program?**____________________

- Study hall periods.
- I scheduled only those individuals who volunteered to work on the computer.
- Students use sign up sheet - use computer during study hall, lunch, before or after school.

6. **What type of system are you using to schedule students who wish to use the computer?**

- Fundamentals test given in business mathematics.
- All students were allowed to work on the computer. Some more than others.
- Those students who were weak in fundamentals were picked mainly.
- Recommendation of teacher and request of interested students.

7. **Does this scheduling system ensure that students make optimum use of the computer?**

1	3	☐	☐
Yes	No	Don't Know	Not Applicable

→ . How could computer use be managed more efficiently?

- If there was a screen large enough for the class to use the computer.
- By having an assigned staff member to make computer available.
- The computer programs would have to correlate with particular course content.

8. What specific techniques did you use to orient interested students to the use of the computer as part of your regular mathematics instruction?

- I led by personal example.
- Programs introducing units, programs which created competition between rows, etc., program made for testing.
- Demonstration

9. Do you believe the computer assisted instruction program has helped to improve the proficiency of participating students in mathematics?

3	☐	1
Yes	No	Don't Know

Please explain why or why not.

- I believe it helped a small number of my students. They could follow the correct sequence of steps to solve problems.
- Students are not embarrassed by lack of knowledge if a computer is the observer. Tutoring can continue when I am occupied.
- Re-inforced fundamental operations.

10. What are the strengths and weaknesses of this program?

- Availability of computer not always adequite. Movement of computer from room to room causes difficulty in performance of computer.
- Strength - It interests many students.
  Weaknesses - You need many programs - It is some~what distracting at times.
- No time to write programs
  Good tutoring device
  Good problem generator

11. If you could make one change in the operation of this program, what would it be?

- Math lab where computer could be stationary.
- I would add more computers so that whole classes could be involved at a particular time.
- More time for writing programs/or a convenient way to get programs written, especially for a specific lesson.

12. **Have you involved non-project teachers or students in the use of the computer?**

1 Yes   **2 No**

→ How?

- **Computer is available at all times; if a project student is not using it anyone may. Computer use was demonstrated in all classes.**

APPENDIX D (Continued)

June 2, 1981

Dear Colleague:

You have been identified as a professional staff member who has been involved in the computer assisted math project this school year. We need your feedback in planning for the future. Much of the needed information can best be obtained from the people involved such as yourself.

Would you please take a little time now, complete the enclosed questionnaire and return it to me in the attached envelope -- as soon as possible. We need your help in getting this required end-of-year information together.

Sincerely,

Jim Zafirau

Jim Zafirau

JZ/pab

Enclosure

P.S.: Your responding now will save on follow-up time and expense. Your individual response will be kept confidential.

APPENDIX E

Teacher Survey
Type B

CLEVELAND PUBLIC SCHOOLS

1981 DPPF Program Review
COMPUTER ASSISTED INSTRUCTION

Please indicate the extent to which you agree or disagree with the following seven statements (circle your response choice):

1. Computer Assisted Instruction Project identified students received supplemental instruction incorporating computer techniques into their ongoing mathematics program.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Average
Frequencies	4	18	3	3	1	3.72

Comment:

- Students who were originally identified were also students whose attendance became worse as the year went by.
- A new method to identify students must be developed.
- My use of the computer this year has been quite limited.
- No such project was initiated at our school.
- The students received supplemental instructions; however, very little was done in regard to computer programming.

2. There is ample evidence of incorporation of computer applications into the regular instructional program in mathematics classes.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Average
Frequencies	3	14	7	4	2	3.40

Comment:

- No regular instructional program use as supplemental material.
- Landscape design - plant selection inventory - retail sales (pricing) crop sequencing.
- Teachers did not leave enough school time to develop meaningful activities.
- More time is needed. Too many things happening this year to allow proper planning and implementation.
- The best evidence is the students' progress.

3. Students' use of computer applications in their mathematics assignments is:

	Very Frequent 5	Often 4	Occassional 3	Seldom 2	Never 1	Average
Frequencies	1	4	18	7	0	2.97

Comment :

- It seems difficult to work in time on an already crowded schedule (especially in Algebra).
- Depends on the season; horticultural is very seasonally oriented.
- When applicable
- I need more time to incorporate them into the regular assignments.
- The biggest problem is moving the computer from one room to another. This is time consuming. The best idea is to keep the computer in one place and to assign a math teacher or another teacher to the different periods in which the computer is going to be used.

4. Students are provided with an effective orientation to the use of the micro-computer by their respective mathematics teachers, as part of their regular mathematics instruction.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Average
Frequencies	3	15	5	5	2	3.40

Comment :

- I don't know if this question applies to me or the department as a whole. I try to in my own classes.
- I did that this year because my students were involved in this program, but in the other classes they don't do it. This program isn't part of the regular curriculum.
- Mostly as a tool to supplement and reinforce basic skills, along with regular mathematics instruction.
- Yes, for myself, I'm not sure for other teachers in my dept.
- In some cases.
- I do it in my classes.
- All classes received orientation
- This is only done by a few teachers

4. Students are provided with an effective orientation to the use of the micro-computer by their respective mathematics teachers, as part of their regular mathematics instruction. (cont'd)

- Many teachers are still afraid of the computer.
- Selected students would benefit by using it for special projects.
- Orientation is haphazardous.

5. A time management system for scheduling student computer usage now in operation is effective.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Average
Frequencies	1	10	6	10	3	2.87

Comment:

- Teachers are doing two things at once and have trouble keeping track of the computer time.
- To my knowledge the use of the computer is on "first come - first serve" basis.
- Computers can not be kept out without supervision.There is no teacher time alotted for this.
- Our system broke down at times due to the shortage of teachers time. The program was voluntary.
- However, we have had no scheduling problems.
- More work should be done to improve the efficiency of the schedule for students in order to make it more accessible to the student body.

6. Interested students have been provided with orientation to the use of the micro-computer by their respective mathematics teachers, as part of their regular mathematics instruction.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Average
Frequencies	4	13	4	7	2	3.33

Comment:

- Computer used more with students who showed a need for strengthing basic skills in all my classes. Thus enabling them to keep up and do better.
- I don't know because any of the other teachers are using the computers.

6. Interested students have been provided with orientation to the use of the micro-computer by their respective mathematics teachers, as part of their regular mathematics instruction. (con't)

   - Yes, for myself, I'm not sure for others.
   - I do it in my classes - not sure of other teachers.
   - Only those students doing remediation are oriented to the computer.
   - Not this year but plan to next year 81-82.
   - Does not happen in most schools.
   - Need a short course in computer literacy.

[7] 7. Mathematics teachers involved in this Computer Assisted Instruction Project have been provided with six (6) periods of effective inservice instruction and orientation to the use of the micro-computer as an instructional tool.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Average
Frequencies	2	7	2	10	5	2.65

Comment:

- In-service instruction was made available whenever needed.
- The number may be more or less than six, but they have had help available if desired.
- I have not been orientated in this matter.
- Last year
- I have not been involved in CAI program.
- We had two.
- More inservice instruction is needed.

[8] 8. Where is the computer hardware, which you and your students use, located?

5 (19%) (1) In my own homeroom.

3 (12%) (2) In another teacher's room (which we go to for use).

6 (23%) (3) In another teacher's room (which is brought to our room for use).

12 (46%) (4) Other (please specify): ______________

8. Where is the computer hardware, which you and your students use, located? (con't)

- Storeroom (then brought to our room for use)
- A special room on another floor.
- In the math lab and teachers go there to use the hardware.
- Library (which is brought to our room for use.)
- Stored in library
- Math office
- Math lab
- Math lab
- Math lab only!
- Math office (brought to our room)
- Computer lab room
- The computer were located in two rooms and students went to those rooms.

9. For your math classes wherein computer assisted instruction (CAI) is an activity:

[9-11] A. What is the total number of students in all of your CAI related classes? 1,879/26=72.3 Avg.

[12-14] B. How many students out of this total are CAI program identified students? 923/27=34.2 Avg. (47.3%)

C. As close as possible, indicate for last school year (1979-80), and this school year (1980-81), what percent of these CAI program identified students have/will earn the following final grade in math:

APPENDIX E (Continued)

Final Math Grade	1979-80 % Earning Grade	1980-81 % Earning Grade
A (4)	7.8 % [15-16]	14.0 % [17-18]
B (3)	10.9 % [19-20]	12.1 % [21-22]
C (2)	17.1 % [23-24]	27.7 % [25-26]
D (1)	22.4 % [27-28]	19.6 % [29-30]
F (0)	41.8 % [31-32]	26.6 % [33-34]

Comment

- I was not involved in CAI last year, nor do I have data on the grades 1979-80.
- 79-80 not available to CSA.
- Attendance is very poor in this class.
- I was not involved in the use of a computer to an extent sufficient to answer these questions.
- My classes did not use the computer the entire school year 1979-80 and only partially the last semester of 79-81.
- This is an approximation because the final grades aren't done yet.
- Unknown - grades issued by related technology instructor.
- Not applicable
- This would require clucking old grade books; I didn't have the time.
- Unable to determine.
- I have no way of guessing this answer.
- Undetermined
- Not applicable
- No grade figures have been kept.
- Non-applicable
- Not applicable

[35-37] **D. Excluding these CAI program identified students, how many additional interested students out of the total given in "A" have been involved in some type of computer-assisted instruction (CAI) activity?** 549/16=34.3 Average

[38-40] **E. Please compare and contrast the computer related activities of the CAI program identified students with those additional interested and serviced students within your computer useage math classes. Check one of the following:**

4 **(1) The activity is the same for both groups.**

9 **(2) The CAI program identified students log more computer useage time.**

5 **(3) The additional interested students log more computer usage time.**

6 **(4) Other (please specify):** ______________

My students were only allowd computer time after all others (i.e. CAI identified students of all other teachers) were finished or not using the computer.

[41] **10. Do you maintain a written log (record) of: (a) which students use the computer, (b) what dates they use it, (c) for how long, and (d) for what specific topic/exercise?**

Yes 18 **(1)**　　　**No** 6 **(2)**

Comment

- I keep track of who uses the computer so the time gets spread around.
- It is very important to keep records of who uses the computers to get all the data that is needed to develop the various fields in this subject .
- **Log was kept daily; sent in to the project office weekly or as sheets were completed.**

10. Did you maintain a written log (record) of: (a) which students use the computer, (b) what dates they use it, (c) for how long, and (d) for what specific topic/exercise? (continued)

Comment

- In the past yes -- when they were CAI identified; but since they were not this year, no log was kept.
- We started, but students did not always write in time/program.
- Yes, but by class not by individual students
- This was attempted, however, students did not always follow through with this procedure.
- This became a headache, since students didn't sign-in and teachers didn't want to bother with it.
- Try to do it, but students forget to sign, and loose sheets get lost as teacher is concerned with regular class.

[12] Do you routinely send a copy of this record to the CAI headquarters at Room 108 of Observation school (Mel Gross, project director)?

Yes 13 (1)

No 3 (2)

No such record maintained 5 (3)

[13] 11. Are you aware of any other computer assisted instruction applications in your school in subjects other than mathematics?

Yes 5 (1)

No 19 (2)

If yes, describe

- I have seen several program tapes for social studies
- EMR
- In EMR class teacher used it.
- I have been working with the Science dept. in an effort to get him interested but they have used it on only one.
- A reading lab has a computer as a teacher aide to prescribe the materials a student should use next.
- To hard to explain.

APPENDIX E (Continued)

Additional Comments For
1981 DPPF Program Review
COMPUTER ASSISTED INSTRUCTION

- I hope this has been a help to you. I have just become interested and involved with the TRS - 80 and I am quite enthused. I think it has many possibilities with the students and with time. I hope to be able to see the possibilities and make use of them. J. Newmarch
  P.S. If I can be of any more help, please let me know.

- I was not directly involved with the computer project. Mr. Aukerman had set-up the program and I covered his geometry class while he met with my business math class. This was the total extent of my involvement.

- I was not involved in this project, I am in home economics.

- I am a home economics teacher and had nothing to do with the math program.

- Does not apply to my classroom teaching situation.

- Many of these question were not applicable because we don't have a CAI program at our school. The computers were used as an activity and in a limited number of classes.

- One aspect of the hort. program is retail sales. In addition to other mentions of ideas I have, the retail sales area will get a great boost from the use of the computer. I am sure there are other applications for hort. that I will see as I become familiar with this.

- Most of my business math students worked individually or in twos on the computer practicing basic skills with whole numbers and fractions. We maintain a log of students working the computer. I am happy we have it, I wish I had more of these - students enjoy working on it.

- Enclosed are the answer sheets for the "Post-Test" CIA students at South High --- I should say for some of the students! We did not receive a sufficient number of answer sheets to accommodate the students who for a little while were exposed to the TRS - 80. We had equipment problems that necessitated repairs at Radio Shack, for one thing; for another, interest was never that great in so far as the students were concerned. Absenteeism has been incredible, too! I don't know how you can compile any valid statistic in view of all these negative factors. Also, Mr Havenhill told me that we (South High) would not have to give this "Post-Test", then the test copies and a handful of answer sheets arrived! A call to Mr. Havenhill confirmed the change in decision, so we had to make a rush job of administering this "Post-Test".

June 2, 1981

Dear Colleague:

You have been identified as a professional staff member who has been involved in the computer assisted math project this school year. We need your feedback in planning for the future. Much of the needed information can best be obtained from the people involved such as yourself.

Would you please take a little time now, complete the enclosed questionnaire and return it to me in the attached envelope -- as soon as possible. We need your help in getting this required end-of-year information together.

Sincerely,

Jim Zafirau

Jim Zafirau

JZ/pab

Enclosure

P.S.: Your responding now will save on follow-up time and expense. Your individual response will be kept confidential.

APPENDIX F

Cleveland Public Schools
1981 DPPF Program Review

Student Survey
Type A

COMPUTER ASSISTED INSTRUCTION

Student Survey

School: Patrick Henry Interviewer: Jim Zafirau

Date: June 13, 1981 Principal: Mr. Jefferson

1. Is this the first year you have used the computer to learn mathematics?

☒ Yes ☐ No

How many years have you been in this program?

One

2. Approximately how often do you use the computer?

☒ Everyday ☐ Several Times per week ☐ Once a Week ☐ Other (Please Describe)

3. Do you have a regulary scheduled time when you use the computer?

☐ Yes ☒ No

4. Please explain any procedure your teacher has asked you to follow in order to reserve a time for using the computer:

5. Did your teacher provide you with any special type of instruction or materials when you were first learning to operate the computer?

☐ Yes ☐ No ☒ Don't Know

Please describe any special instruction your teacher provided:

6. Please describe the topics or areas of mathematics you have studied using the computer: addition, substraction, divition, and multiplication.

7. Has the use of the computer helped you to increase your mathematics skills?

☒ Yes ☐ No ☐ Don't Know

Why or why not? It help me to improve my math skills.

8. What do you like best about the computer assisted math program?

working with it and learning more math.

9. What do you like least about the computer assisted math program?

10. How do you think this program could be improved?

I don't know how it could be improved.

CLEVELAND PUBLIC SCHOOLS
1380 East Sixth Street • Cleveland, Ohio 44114 • Telephone 696-2929

PETER P. CARLIN
SUPERINTENDENT

JOHN E. GALLAGHER
PRESIDENT
BERTHINA E. PALMER
VICE PRESIDENT
JOSEPH M. GALLAGHER
JAMES E. O'MEARA
KENNETH F. SEMINATORE
JAMES P. SWEENEY
LULA D. WADE

Dear Computer Assisted Instruction Student:

We hope you have learned from and enjoyed your work with the computer this year. So that we may better understand what you think of this computer activity, a questionnaire is enclosed for you to fill out and return to me in the self-addressed envelope which is enclosed.

Your individual response will be kept confidential. Your response will help us plan better for the future. Would you please take a few minutes and do this today?

Sincerely,

Jim Zafirau

Jim Zafirau

JZ/pab

Enclosures

APPENDIX G

Pre-test Analyses

```
BREAKDOWN--BY CAIPART BY SEX  BY RACE                                          Pre-test Analyses
CRITERION VARIABLE WHLNOPCT          Pre-test:  Whole Numbers Subtest Scores (%)

- - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - -

VARIABLE                   CODE      VALUE LABEL              SUM           MEAN (%)     STD DEV      SUM OF SQ          N

CAIPART                      1.  CAI Students               30199.9961      79.4737      20.0631     152557.4423   (     380)
CAIPART                      2. Non-CAI Students            35292.3038      85.4535      16.3622     110301.5976   (     413)
                                                          ===================================================================
                       WITHIN GROUPS TOTAL                  65492.2999      82.5880      18.2294     262859.0398   (     793)


        * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
        *                                                                                 *
        *                      A N A L Y S I S   O F   V A R I A N C E                    *
        *                                                                                 *
        * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
        *                                                                                 *
        *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE        F     SIG.  *
        *                                                                                 *
        *  BETWEEN GROUPS               7076.858      1       7076.858     21.296  0.0000  *
        *                                                                                 *
        *  WITHIN GROUPS              262859.040    791        332.312                    *
        *                                                                                 *
        *                   ETA = 0.1619   ETA SQUARED = 0.0262                           *
        *                                                                                 *
        * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
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CAI PREPOST TEST OF MATH SKILLS --SCORING&ANALYSIS                       06/22/81        PAGE  202     Pre-test Analyses
BREAKDOWN--BY CAIPART BY SEX  BY RACE                                                                    (Continued)
CRITERION VARIABLE FRCTNPCT      Pre-test:  Fractions Subtest Scores (%)

- - - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                CODE     VALUE LABEL                      SUM           MEAN (%)      STD DEV      SUM OF SQ          N

CAIPART                   1.  CAI Students                    12664.2838        33.3271       27.4677    285946.6707   (     380)
CAIPART                   2.  NON-CAI Students                19264.2834        46.6448       31.0172    396370.9798   (     413)
                                                             -----------------------------------------------------------------------
                      WITHIN GROUPS TOTAL                     31928.5673        40.2630       29.3701    682317.6505   (     793)


           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *                 A N A L Y S I S   O F   V A R I A N C E                        *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE        F     SIG.  *
           *                                                                                 *
           *  BETWEEN GROUPS               35100.908     1      35100.908    40.692  0.0000  *
           *                                                                                 *
           *  WITHIN GROUPS               682317.650   791        862.601                    *
           *                                                                                 *
           *                     ETA = 0.2212   ETA SQUARED = 0.0489                         *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
CAI PREPOST TEST OF MATH SKILLS -- SCORING ANALYSIS                      06/22/81          PAGE  205
BREAKDOWN--BY CAIPART BY SEX  BY RACE                                                        Pre-test Analyses
CRITERION VARIABLE DECMLPCT                                                                      (Continued)
                              Pre-test: Decimals Subtest Scores (%)
- - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - -

VARIABLE                        CODE      VALUE LABEL                  SUM         MEAN (%)      STD DEV      SUM OF SQ          N

CAIPART                          1.   CAI Students               17422.2189       45.8479      30.9462   362955.0796   (     380)
CAIPART                          2.   NON-CAI Students           22888.8854       55.4210      32.6197   438387.5173   (     413)
                                                                 ===================================================================
                             WITHIN GROUPS TOTAL                 40311.1043       50.8337      31.8288   801342.5969   (     793)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *                      A N A L Y S I S   O F   V A R I A N C E                    *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                 *
          *  SOURCE                     SUM OF SQUARES   D.F.   MEAN SQUARE         F     SIG.  *
          *                                                                                 *
          *  BETWEEN GROUPS                  18136.953      1     18136.953     17.903  0.0000  *
          *                                                                                 *
          *  WITHIN GROUPS                  801342.597    791      1013.075                   *
          *                                                                                 *
          *                          ETA = 0.1488   ETA SQUARED = 0.0221                     *
          *                                                                                 *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
(CREATION DATE = 06/22/81)   FALL 1960 PRE-TEST RUN     PREP. BY JIM ZAFIRAU, PH.D.
```

208 Pre-test Analyses
(Continued)

Pre-test: Percent Subtest Scores (%)

```
CRITERION VARIABLE PRCNTPCT
- - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                CODE   VALUE LABEL                 SUM           MEAN (%)      STD DEV       SUM OF SQ           N

CAIPART                   1.   CAI Students            6700.0000        17.6316       22.9355     199368.4211   (      380)
CAIPART                   2.   NON.-CAI Students       8925,0000        21.6102       28.4193     332754.2373   (      413)
                                                      -------------------------------------------------------------------
                  WITHIN GROUPS TOTAL                 15625.0000        19.7037       25.9369     532122.6583   (      793)


         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                       *
         *                     A N A L Y S I S   O F   V A R I A N C E                           *
         *                                                                                       *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                       *
         *  SOURCE                      SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.   *
         *                                                                                       *
         *  BETWEEN GROUPS                    3132.701      1      3132.701      4.657   0.0312   *
         *                                                                                       *
         *  WITHIN GROUPS                   532122.658    791       672.721                      *
         *                                                                                       *
         *                         ETA = 0.0765   ETA SQUARED = 0.0059                           *
         *                                                                                       *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
CAI PREPOST TEST OF MATH SKILLS --SCORING&ANALYSIS                    06/22/81          PAGE  286   Pre-test Analyses
BREAKDOWN--BY CAIPART BY SCHOOL                                                                      (Continued)
CRITERION VARIABLE RATIOPCT   Pre-test:  Ratio Subtest Scores (%)
- - - - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - -
VARIABLE                        CODE    VALUE LABEL                   SUM          MEAN (%)      STD DEV     SUM OF SQ          N

CAIPART                          1.   CAI Students               8550.0000         22.4409       31.8562   385629.9213   (      381)
CAIPART                          2.   NON.-CAI Students         11650.0000         28.0723       35.1140   510457.8313   (      415)
                                                               -------------------------------------------------------------------
                              WITHIN GROUPS TOTAL               20200.0000         25.3769       33.5943   896087.7526   (      796)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                      A N A L Y S I S   O F   V A R I A N C E                      *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE          F     SIG.  *
          *                                                                                   *
          *  BETWEEN GROUPS                6299.182      1      6299.182      5.582   0.0184  *
          *                                                                                   *
          *  WITHIN GROUPS               896087.753    794      1128.574                        *
          *                                                                                   *
          *                    ETA = 0.0835   ETA SQUARED = 0.0070                            *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
CAI PREPOST TEST OF MATH SKILLS --SCORING&ANALYSIS                          PAGE 288
BREAKDOWN--BY CAIPART BY SCHOOL
CRITERION VARIABLE PRPRTPCT   Pre-test:  Proportion Subtest Scores (%)
- - - - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                        CODE    VALUE LABEL                SUM          MEAN (%)      STD DEV      SUM OF SQ          N

CAIPART                           1.    CAI Students           11299.9988       29.6588       34.3430     448188.9126   (    381)
CAIPART                           2.    NON-CAI Students       15566.6651       37.5100       37.4827     581649.1911   (    415)
                                                              ----------------------------------------------------------------------
                              WITHIN GROUPS TOTAL              26866.6639       33.7521       36.0142    1029838.1037   (    796)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                        *
          *                       A N A L Y S I S   O F   V A R I A N C E                          *
          *                                                                                        *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                        *
          *  SOURCE                   SUM OF SQUARES   D.F.   MEAN SQUARE          F      SIG.    *
          *                                                                                        *
          *  BETWEEN GROUPS                12244.394      1      12244.394       9.440   0.0022    *
          *                                                                                        *
          *  WITHIN GROUPS               1029838.104    794       1297.025                         *
          *                                                                                        *
          *                      ETA = 0.1084    ETA SQUARED = 0.0117                              *
          *                                                                                        *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
BREAKDOWN--BY CAIPART BY SCHOOL
CRITERION VARIABLE TOTSCPCT    Pre-test:  Total Test Score (%)

- - - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE    VALUE LABEL                    SUM           MEAN  (%)     STD DEV      SUM OF SQ           N

CAIPART                       1.    CAI Students             17913.3296        47.0166        18.5989    131449.6091   (       381)
CAIPART                       2.    NON-CAI Students         23206.6623        55.9197        20.2274    169386.9237   (       415)
                                                             ------------------------------------------------------------------------
                        WITHIN GROUPS TOTAL                  41119.9919        51.6583        19.4650    300836.5328   (       796)


                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                *                                                                                     *
                *                      A N A L Y S I S   O F   V A R I A N C E                        *
                *                                                                                     *
                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                *                                                                                     *
                *  SOURCE                    SUM OF SQUARES   D.F.   MEAN SQUARE         F      SIG.  *
                *                                                                                     *
                *  BETWEEN GROUPS                15744.835       1     15744.835     41.555   0.0000  *
                *                                                                                     *
                *  WITHIN GROUPS                300836.533     794       378.887                      *
                *                                                                                     *
                *                         ETA = 0.2230   ETA SQUARED = 0.0497                         *
                *                                                                                     *
                * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

Pre-test Analyses
(Continued)

```
CAI PRE&POST TEST OF MATH SKILLS --SCORING&ANALYSIS                          06/22/81          PAGE  325
REPEATED MEASURES USING RELIABILITY
FILE   PRETEST  (CREATION DATE = 06/22/81)   FALL 1980 PRE-TEST RUN     PREP. BY JIM ZAFIRAU, PH.D.

- - - - - - - - - - - - - - P E A R S O N   C O R R E L A T I O N   C O E F F I C I E N T S - - - - - - - - - - - - - -

             WHLNOPCT   FRCTNPCT   DECMLPCT   PRCNTPCT   RATIOPCT   PRPRTPCT   TOTSCPCT   AGE12180

WHLNOPCT      1.0000     0.3696     0.3909     0.1731     0.2241     0.2637     0.6465    -0.0009
             (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  811)
             P=*****    P=0.000    P=0.000    P=0.000    P=0.000    P=0.000    P=0.000    P=0.490

FRCTNPCT      0.3696     1.0000     0.5005     0.3674     0.3554     0.3973     0.8306    -0.0157
             (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  811)
             P=0.000    P=*****    P=0.000    P=0.000    P=0.000    P=0.000    P=0.000    P=0.328

DECMLPCT      0.3909     0.5005     1.0000     0.4665     0.4952     0.5925     0.8107     0.0355
             (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  811)
             P=0.000    P=0.000    P=*****    P=0.000    P=0.000    P=0.000    P=0.000    P=0.156

PRCNTPCT      0.1731     0.3674     0.4665     1.0000     0.4986     0.5316     0.5717     0.0254
             (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  811)
             P=0.000    P=0.000    P=0.000    P=*****    P=0.000    P=0.000    P=0.000    P=0.235

RATIOPCT      0.2241     0.3554     0.4952     0.4986     1.0000     0.5520     0.5730     0.0564
             (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  811)
             P=0.000    P=0.000    P=0.000    P=0.000    P=*****    P=0.000    P=0.000    P=0.054

PRPRTPCT      0.2637     0.3973     0.5925     0.5316     0.5520     1.0000     0.6578    -0.0130
             (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  811)
             P=0.000    P=0.000    P=0.000    P=0.000    P=0.000    P=*****    P=0.000    P=0.355

TOTSCPCT      0.6465     0.8306     0.8107     0.5717     0.5730     0.6578     1.0000     0.0091
             (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  831)    (  811)
             P=0.000    P=0.000    P=0.000    P=0.000    P=0.000    P=0.000    P=*****    P=0.397

AGE12180     -0.0009    -0.0157     0.0355     0.0254     0.0564    -0.0130     0.0091     1.0000
             (  811)    (  811)    (  811)    (  811)    (  811)    (  811)    (  811)    (  811)
             P=0.490    P=0.328    P=0.156    P=0.235    P=0.054    P=0.355    P=0.397    P=*****

(COEFFICIENT / (CASES) / SIGNIFICANCE)      (A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED)
```

APPENDIX H

Post-test Analyses

```
CAI PREPOST TEST OF MATH SKILLS --SCORING&ANALYSIS                 07/23/81        PAGE  165
BREAKDOWN--BY CAIPART BY RACE BY SEX
CRITERION VARIABLE WHLNOPCT       Post-test:  Whole Numbers Subtest Scores (%)

- - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - -

VARIABLE                    CODE    VALUE LABEL                SUM          MEAN (%)      STD DEV      SUM OF SQ          N

CAIPART                      1.    CAI Students             49961.5327      84.3945       15.9612    150562.8404    (    592)
CAIPART                      2.    NON-CAI Students         31599.9964      85.4054       15.2069     85331.2095    (    370)
                                                           -------------------------------------------------------------------
                        WITHIN GROUPS TOTAL                 81561.5290      84.7833       15.6756    235894.0499    (    962)


              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                 *
              *                       A N A L Y S I S   O F   V A R I A N C E                   *
              *                                                                                 *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                 *
              *  SOURCE                  SUM OF SQUARES   D.F.    MEAN SQUARE        F      SIG.  *
              *                                                                                 *
              *  BETWEEN GROUPS                 232.690     1         232.690     0.947   0.3307  *
              *                                                                                 *
              *  WITHIN GROUPS               235894.050   960         245.723                     *
              *                                                                                 *
              *                       ETA = 0.0314    ETA SQUARED = 0.0010                      *
              *                                                                                 *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
CAI PREGPOST TEST OF MATH SKILLS --SCORING&ANALYSIS                              07/23/81        PAGE  168
BREAKDOWN--BY CAIPART BY RACE BY SEX    Post-test:  Fractions  Subtest Scores (%)
CRITERION VARIABLE FRCTNPCT

- - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                        CODE    VALUE LABEL                     SUM          MEAN (%)      STD DEV    SUM OF SQ              N

CAIPART                          1.    CAI Students              30457.1395       51.4479       30.4576    548248.7307   (      592)
CAIPART                          2.    NON-CAI Students          19192.6551       51.8726       30.9849    354263.7804   (      370)
                                                                 ------------------------------------------------------------------
                           WITHIN GROUPS TOTAL                   49649.9946       51.6112       30.6613    902512.5110   (      962)


           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *                   A N A L Y S I S   O F   V A R I A N C E                       *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
           *                                                                                 *
           *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.  *
           *  BETWEEN GROUPS                  41.071      1        41.071    0.044   0.8345  *
           *                                                                                 *
           *  WITHIN GROUPS               902512.511    960       940.117                    *
           *                                                                                 *
           *                       ETA = 0.0067   ETA SQUARED = 0.0000                       *
           *                                                                                 *
           * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
CAI PRE&POST TEST OF MATH SKILLS --SCORING&ANALYSIS                          07/23/81        PAGE  171
BREAKDOWN--BY CAIPART BY RACE BY SEX
CRITERION VARIABLE DECMLPCT          Post-test:  Decimals Subtest Scores (%)

- - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                        CODE      VALUE LABEL                     SUM           MEAN (%)      STD DEV      SUM OF SQ          N

CAIPART                          1.   CAI Students               34566.6615        58.3896        32.0538    607220.2795   (      592)
CAIPART                          2.   NON-CAI Students           22788.8855        61.5916        29.6850    325161.4653   (      370)
                                                                 ---------------------------------------------------------------------
                           WITHIN GROUPS TOTAL                   57355.5470        59.6212        31.1646    932381.7448   (      962)


               * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
               *                                                                           *
               *                   A N A L Y S I S   O F   V A R I A N C E                 *
               *                                                                           *
               * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
               *                                                                           *
               *  SOURCE                 SUM OF SQUARES   D.F.   MEAN SQUARE        F    SIG.  *
               *                                                                           *
               *  BETWEEN GROUPS              2334.414      1       2334.414     2.404  0.1214  *
               *                                                                           *
               *  WITHIN GROUPS             932381.745    960        971.231                   *
               *                                                                           *
               *                    ETA = 0.0500   ETA SQUARED = 0.0025                     *
               *                                                                           *
               * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
CAI PRE&POST TEST OF MATH SKILLS --SCORING&ANALYSIS                    07/23/81          PAGE  174
BREAKDOWN--BY CAIPART BY RACE BY SEX
CRITERION VARIABLE PRCNTPCT           Post-test:  Percent Subtest Scores (%)

- - - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE      VALUE LABEL                  SUM            MEAN (%)       STD DEV      SUM OF SQ              N

CAIPART                        1.  CAI Students              15300.0000         25.8446        30.7706     559577.7027    (       592)
CAIPART                        2.    NON-CAI Students        12775.0000         34.5270        32.1241     380792.2297    (       370)
                                                             ----------------------------------------------------------------------
                          WITHIN GROUPS TOTAL                28075.0000         29.1840        31.2978     940369.9324    (       962)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *                     A N A L Y S I S   O F   V A R I A N C E                       *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                   *
          *  SOURCE                  SUM OF SQUARES   D.F.   MEAN SQUARE         F      SIG.  *
          *                                                                                   *
          *  BETWEEN GROUPS               17164.501      1     17164.501     17.523  0.0000   *
          *                                                                                   *
          *  WITHIN GROUPS               940369.932    960       979.552                      *
          *                                                                                   *
          *                          ETA = 0.1339   ETA SQUARED = 0.0179                      *
          *                                                                                   *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
CAI PRE&POST TEST OF MATH SKILLS --SCORING&ANALYSIS                              07/23/81        PAGE  177
BREAKDOWN--BY CAIPART BY RACE BY SEX
CRITERION VARIABLE RATIOPCT              Post-test: Ratio Subtest Scores (%)

- - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE    VALUE LABEL                 SUM            MEAN  (%)   STD DEV      SUM OF SQ            N

CAIPART                        1.    CAI Students            18150.0000      30.6588        35.1704    731043.0743    (     592)
CAIPART                        2.    NON-CAI Students        12100.0000      32.7027        36.0404    479297.2973    (     370)
                                                          ---------------------------------------------------------------------
                        WITHIN GROUPS TOTAL                  30250.0000      31.4449        35.5073   1210340.3716    (     962)


          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                  *
          *                     A N A L Y S I S   O F   V A R I A N C E                      *
          *                                                                                  *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
          *                                                                                  *
          *  SOURCE                    SUM OF SQUARES   D.F.   MEAN SQUARE        F      SIG.  *
          *                                                                                  *
          *  BETWEEN GROUPS                   951.208      1       951.208    0.754   0.3853  *
          *                                                                                  *
          *  WITHIN GROUPS                1210340.372    960      1260.771                    *
          *                                                                                  *
          *                       ETA = 0.0280   ETA SQUARED = 0.0008                        *
          *                                                                                  *
          * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

120

119

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CAI PREPOST TEST OF MATH SKILLS --SCORING&ANALYSIS                    07/23/81        PAGE  180
BREAKDOWN--BY CAIPART BY RACE BY SEX
CRITERION VARIABLE PRPRTPCT        Post-test:  Proportion Subtest Scores (%)

- - - - - - - - - - - - - - - - - - - - - A N A L Y S I S   O F   V A R I A N C E - - - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                     CODE     VALUE LABEL                  SUM           MEAN  (%)     STD DEV      SUM OF SQ           N

CAIPART                       1.     CAI Students           23799.9980        40.2027       38.6571     883175.5959     (     592)
CAIPART                       2.     NON-CAI Students       16633.3319        44.9550       38.2556     540026.9815     (     370)
                                                           -----------------------------------------------------------------------
                         WITHIN GROUPS TOTAL                40433.3298        42.0305       38.5033    1423202.5774     (     962)


         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                 *
         *                       A N A L Y S I S   O F   V A R I A N C E                   *
         *                                                                                 *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
         *                                                                                 *
         *  SOURCE                     SUM OF SQUARES   D.F.   MEAN SQUARE        F    SIG.  *
         *                                                                                 *
         *  BETWEEN GROUPS                   5142.180      1      5142.180    3.469  0.0629  *
         *                                                                                 *
         *  WITHIN GROUPS                 1423202.577    960      1482.503                   *
         *                                                                                 *
         *                      ETA = 0.0600   ETA SQUARED = 0.0036                        *
         *                                                                                 *
         * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

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CAI PRE&POST TEST OF MATH SKILLS --SCORING&ANALYSIS                 07/23/81        PAGE  183
BREAKDOWN--BY CAIPART BY RACE BY SEX   Post-test:  Total Test Scores (%)
CRITERION VARIABLE TOTSCPCT

- - - - - - - - - - - - - - - - - - - - - -  A N A L Y S I S   O F   V A R I A N C E  - - - - - - - - - - - - - - - - - - - - - -

VARIABLE                    CODE     VALUE LABEL                 SUM          MEAN  (%)    STD DEV     SUM OF SQ          N

CAIPART                      1.      CAI Students             34575.5491       58.4046      20.7446    254330.2808   (   592)
CAIPART                      2.      NON-CAI Students         22439.9959       60.6486      20.7499    158876.3975   (   370)
                                                              ------------------------------------------------------------
                         WITHIN GROUPS TOTAL                  57015.5450       59.2677      20.7467    413206.6783   (   962)


              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                  *
              *                       A N A L Y S I S   O F   V A R I A N C E                    *
              *                                                                                  *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
              *                                                                                  *
              * SOURCE                      SUM OF SQUARES   D.F.   MEAN SQUARE          F    SIG.  *
              *                                                                                  *
              * BETWEEN GROUPS                    1146.546      1      1146.546      2.664  0.1030  *
              *                                                                                  *
              * WITHIN GROUPS                   413206.678    960       430.424                     *
              *                                                                                  *
              *                      ETA = 0.0526   ETA SQUARED = 0.0028                          *
              *                                                                                  *
              * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

```
CAI PRE&POST TEST OF MATH SKILLS --SCORING&ANALYSIS                                      07/23/81        PAGE  341
REPEATED MEASURES USING RELIABILITY
FILE    CAIPOST  (CREATION DATE = 07/23/81)   SPRING 1981 DPPF CAI POST-TEST ANAL.--BASIC MATH SKILLS

- - - - - - - - - - - - P E A R S O N   C O R R E L A T I O N   C O E F F I C I E N T S - - - - - - - - - - - -

            WHLNOPCT  FRCTNPCT  DECMLPCT  PRCNTPCT  RATIOPCT  PRPRTPCT  TOTSCPCT  AGE12180

WHLNOPCT     1.0000    0.4309    0.4036    0.2011    0.2102    0.2829    0.6201    0.1615
            ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1017)
            P=*****   P=0.000   P=0.000   P=0.000   P=0.000   P=0.000   P=0.000   P=0.000

FRCTNPCT     0.4309    1.0000    0.6372    0.3868    0.4095    0.4576    0.8788    0.1342
            ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1017)
            P=0.000   P=*****   P=0.000   P=0.000   P=0.000   P=0.000   P=0.000   P=0.000

DECMLPCT     0.4036    0.6372    1.0000    0.5255    0.4668    0.5736    0.8532    0.2541
            ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1017)
            P=0.000   P=0.000   P=*****   P=0.000   P=0.000   P=0.000   P=0.000   P=0.000

PRCNTPCT     0.2011    0.3868    0.5255    1.0000    0.4462    0.5265    0.6077    0.1872
            ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1017)
            P=0.000   P=0.000   P=0.000   P=*****   P=0.000   P=0.000   P=0.000   P=0.000

RATIOPCT     0.2102    0.4095    0.4668    0.4462    1.0000    0.5879    0.5779    0.1945
            ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1017)
            P=0.000   P=0.000   P=0.000   P=0.000   P=*****   P=0.000   P=0.000   P=0.000

PRPRTPCT     0.2829    0.4576    0.5736    0.5265    0.5879    1.0000    0.6778    0.2170
            ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1017)
            P=0.000   P=0.000   P=0.000   P=0.000   P=0.000   P=*****   P=0.000   P=0.000

TOTSCPCT     0.6201    0.8788    0.8532    0.6077    0.5779    0.6778    1.0000    0.2395
            ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1041)   ( 1017)
            P=0.000   P=0.000   P=0.000   P=0.000   P=0.000   P=0.000   P=*****   P=0.000

AGE12180     0.1615    0.1342    0.2541    0.1872    0.1945    0.2170    0.2395    1.0000
            ( 1017)   ( 1017)   ( 1017)   ( 1017)   ( 1017)   ( 1017)   ( 1017)   ( 1017)
            P=0.000   P=0.000   P=0.000   P=0.000   P=0.000   P=0.000   P=0.000   P=*****

(COEFFICIENT / (CASES) / SIGNIFICANCE)      (A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED)
```

APPENDIX I

MATH SKILLS TEST INSTRUCTIONS

Post-Test on Math Fundamentals - Form A

Read the following along with your teacher

Each of you should have a test, an answer sheet and a number 2 pencil (tell your teacher if you need one). Take your answer sheet and turn it to the side with the "Directions" at the top. Above these directions, print the information on the lines as requested: Student Name, Student No., Birth Date, Grade, Room No., Teacher, School District -- indicate here your school cluster. (The teacher will give additional directions from the answer sheet at this point).

After you complete the "Directions" side of the answer sheet, turn your paper over to the side with "General Purpose Answer Sheet" at the top. For each item, you will mark on your answer sheet the space that goes with the letter of the answer you think is correct.

Several items are needed for statistical reports that the school system is required to make. These five items will not become part of your math test score, but it is important that you complete these items accurately. Let's do Item #1 together so that we are sure that everyone understands how each correct answer is to be marked. Raise your hand if you need help in making the correct answer on the answer sheet. You may now begin with Item #1. Stop and wait for the teacher's instructions when you finish item number 5.

---

1. What is your race?

(A) American Indian or Alaskan Native
(B) White (Not of Hispanic Origin)
(C) Black (Not of Hispanic Origin)
(D) Asian or Pacific Islander
(E) Hispanic

---

2. For how many days have you been absent from math class this year?

(A) 5 or less
(B) 6-10
(C) 11-15
(D) 16-20
(E) Over 20

---

3. Have you been identified to participate in the Computer Assisted Math Program by your teacher (ask your teacher)?

(A) Yes
(B) No

THE FOLLOWING TWO ITEMS ARE FOR COMPUTER ASSISTED MATH PROGRAM STUDENTS ONLY:

---

4. Prior to this school year, how many years have you been in the Computer Assisted Math Program?

(A) 0
(B) 1
(C) 2
(D) 3
(E) 4 or more

---

5. For how many months this year have you been in the Computer Assisted Math Program?

(A) Less than 2
(B) 2 or 3
(C) 4 or 5
(D) 6 or 7
(E) 8 or 9

STOP HERE AND WAIT FOR YOUR TEACHER'S INSTRUCTIONS

Read the following along with your teacher

We are now ready to begin with the math items. There is no need for special preparation for taking this test. You are being tested on basic mathematics skills that you will use every day in school and out of school. This testing is designed to assist you in discovering which skills you have learned or mastered and which skills you need more help with.

Do not spend too much time on any one problem. Do as many items as you can in the time allowed. There is no penalty for guessing. But guessing alone will not give you a good score.

On the following pages, the instructions above each group of problems will tell you what to do. Mark the correct response to each of these math items on your answer sheet as you did for the first five items. You are given five lettered choices to the right of each problem. For each problem, mark on your answer sheet the space that goes with the letter of the answer you think is correct. The test items are numbered, and placed down the left side of the page. Be sure that the item number on your answer sheet is the same as the item number on your test booklet. You may use scratch paper to do your work.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

REMEMBER THAT THE NEXT ITEM IS ITEM NUMBER SIX!

APPENDIX I (Continued)

PRE-TEST ON MATH FUNDAMENTALS - FORM A

I. **WHOLE NUMBERS:** Perform the indicated operations.

6.

$$\begin{array}{r} 865 \\ +\ \underline{329} \end{array}$$

(A) 1196
(B) 1184
(C) 1194
(D) 2184
(E) 1294

7.

$$\begin{array}{r} 2421 \\ 783 \\ +\ \underline{4653} \end{array}$$

(A) 6757
(B) 7857
(C) 7757
(D) 6857
(E) 7867

---

8. 637 + 126 + 715 =

(A) 1468
(B) 1388
(C) 1378
(D) 1467
(E) 1478

9.

$$\begin{array}{r} 865 \\ -\ \underline{427} \end{array}$$

(A) 438
(B) 442
(C) 338
(D) 458
(E) 448

10.

$$\begin{array}{r} 5000 \\ -\ \underline{1324} \end{array}$$

(A) 3786
(B) 3676
(C) 3686
(D) 4324
(E) 4786

---

11. 7152 - 2637 =

(A) 4525
(B) 5515
(C) 5525
(D) 4515
(E) 5425

---

12. $\begin{array}{r} 438 \\ \times\ \underline{\ \ \ 6} \end{array}$

(A) 2588
(B) 2528
(C) 2414
(D) 2628
(E) 2624

---

13. $\begin{array}{r} 247 \\ \times\ \underline{\ 39} \end{array}$

(A) 2964
(B) 4372
(C) 8843
(D) 9624
(E) 9633

---

14. $\begin{array}{r} 6302 \\ \times\ \underline{\ 518} \end{array}$

(A) 88,228
(B) 421,876
(C) 3,264,436
(D) 3,146,128
(E) 528,536

---

15. 156 x 400 =

(A) 62,400
(B) 6440
(C) 4800
(D) 47400
(E) 44,400

---

16. $6\overline{)114}$

(A) 19
(B) 16
(C) 24
(D) 13
(E) 18

---

17. $31\overline{)1054}$

(A) 25
(B) 34
(C) 16
(D) 15
(E) 24

---

18. 6725 ÷ 28 =

(A) 24 r 5
(B) 204 r 5
(C) 356 r 15
(D) 240 r 5
(E) 24 r 15

II. FRACTIONS: Perform the indicated operations. Reduce answers to lowest terms.

---

19. $$\begin{array}{r} 6\frac{5}{8} \\ +\ 9\frac{1}{8} \\ \hline \end{array}$$

(A) $15\frac{3}{8}$

(B) $15\frac{6}{8}$

(C) $14\frac{3}{4}$

(D) $16\frac{1}{4}$

(E) $15\frac{3}{4}$

---

20. $$\begin{array}{r} 5\frac{1}{6} \\ +\ 4\frac{5}{12} \\ \hline \end{array}$$

(A) $9\frac{1}{3}$

(B) $9\frac{6}{18}$

(C) $9\frac{7}{12}$

(D) $8\frac{7}{12}$

(E) $9\frac{2}{3}$

---

21. $$\begin{array}{r} 8\frac{7}{12} \\ +\ 5\frac{5}{8} \\ \hline \end{array}$$

(A) $13\frac{1}{2}$

(B) $14\frac{5}{24}$

(C) $13\frac{3}{5}$

(D) $14\frac{6}{12}$

(E) $14\frac{7}{24}$

---

22. $9\frac{2}{3} + 5\frac{5}{6} + 1\frac{1}{4} =$

(A) $16\frac{3}{4}$

(B) $15\frac{3}{4}$

(C) $16\frac{9}{12}$

(D) $15\frac{8}{13}$

(E) $16\frac{1}{6}$

---

23. $\frac{14}{15} - \frac{3}{5} =$

(A) $1\frac{1}{10}$

(B) $\frac{5}{15}$

(C) $\frac{1}{2}$

(D) $\frac{1}{3}$

(E) $\frac{11}{15}$

24.

$$\begin{array}{r} 9\frac{7}{10} \\ -\ 7\frac{3}{10} \\ \hline \end{array}$$

(A) $2\frac{4}{10}$

(B) $2\frac{1}{2}$

(C) $2\frac{2}{5}$

(D) $3\frac{1}{3}$

(E) $2\frac{3}{10}$

25.

$$\begin{array}{r} 13\frac{1}{4} \\ -\ 8\frac{5}{6} \\ \hline \end{array}$$

(A) $5\frac{5}{12}$

(B) $5\frac{7}{12}$

(C) $5\frac{2}{3}$

(D) $4\frac{5}{24}$

(E) $4\frac{5}{12}$

---

26. $$\begin{array}{r} 15\frac{2}{3} \\ -\ 9\frac{3}{4} \\ \hline \end{array}$$

(A) $6\frac{11}{12}$

(B) $5\frac{1}{12}$

(C) $5\frac{11}{12}$

(D) $5\frac{5}{6}$

(E) $6\frac{1}{12}$

---

27. $\frac{5}{8} \times \frac{2}{3} =$

(A) $\frac{10}{24}$

(B) $\frac{7}{12}$

(C) $\frac{6}{12}$

(D) $\frac{5}{12}$

(E) $\frac{7}{24}$

---

28. $1\frac{5}{6} \times \frac{1}{4} =$

(A) $1\frac{5}{24}$

(B) $\frac{11}{24}$

(C) $7\frac{1}{3}$

(D) $4\frac{3}{4}$

(E) $4\frac{1}{3}$

---

29. $1\frac{1}{9} \times 6\frac{3}{4} =$

(A) $7\frac{1}{2}$

(B) $6\frac{1}{12}$

(C) $3\frac{1}{4}$

(D) $7\frac{3}{7}$

(E) $7\frac{1}{3}$

---

30. $\frac{5}{6} \div 30 =$

(A) 25

(B) $2\frac{1}{2}$

(C) $\frac{5}{18}$

(D) 30

(E) $\frac{1}{36}$

---

31. $6\frac{2}{3} \div \frac{5}{6} =$

(A) $5\frac{5}{9}$

(B) $6\frac{4}{5}$

(C) $3\frac{9}{10}$

(D) 8

(E) $4\frac{4}{5}$

---

32. $3\frac{1}{3} \div 1\frac{2}{5} =$

(A) $2\frac{8}{21}$

(B) $4\frac{2}{3}$

(C) $\frac{21}{50}$

(D) $3\frac{5}{9}$

(E) $2\frac{3}{7}$

III. DECIMALS: Perform the indicated operations.

33.
$$\begin{array}{r} \$32.91 \\ 67.23 \\ +\ 76.88 \\ \hline \end{array}$$

(A) $87.65
(B) $176.92
(C) $43.82
(D) $165.92
(E) $177.02

---

34. .05 + 56 + .003 =

(A) .064
(B) 56.053
(C) 56.08
(D) .613
(E) .64

---

35. $62 - $24.79 =

(A) $24.17
(B) $39.25
(C) $37.21
(D) $52.43
(E) $48.31

36.
$$\begin{array}{r} .645 \\ -\ .578 \\ \hline \end{array}$$

(A) 1.223
(B) .167
(C) .832
(D) .177
(E) .067

37.
$$\begin{array}{r} 809.1 \\ -\ 479.3 \\ \hline \end{array}$$

(A) 1288.4
(B) 430.2
(C) 329.8
(D) 430.8
(E) 330.8

38.
$$\begin{array}{r} 5.7 \\ \times\ .48 \\ \hline \end{array}$$

(A) 2.736
(B) 27.36
(C) 6.84
(D) .684
(E) 5.76

---

39. .29 x .24 =

(A) .696
(B) .0696
(C) .0053
(D) .4536
(E) .666

---

40. $.62\overline{)4.588}$

(A) .074
(B) .532
(C) .046
(D) 7.4
(E) .0532

---

41. 69 ÷ .23 =

(A) .3
(B) 300
(C) 2.45
(D) 30
(E) 24.5

IV. PERCENT: Find the following.

---

42. 49% of 86

(A) .569
(B) 4214
(C) 27.4
(D) 2.74
(E) 42.14

---

43. 125% of 364

(A) 455
(B) 432.5
(C) 4.55
(D) 43.25
(E) 4325

---

44. _____% of 60 is 48

(A) 28.8
(B) .8
(C) 80
(D) 75
(E) 125

---

45. _____% of 300 is 18

(A) 6.6
(B) 60
(C) 7.5
(D) 6
(E) 75

APPENDIX I (Continued)

V. RATIO: Find the ratio. Reduce to lowest terms.

---

46. 21 to 28

(A) 3 to 4
(B) 4 to 3
(C) 7 to 4
(D) 5 to 1
(E) 4 to 7

---

47. 8 inches to 1 foot

(A) 8 to 12
(B) 8 to 1
(C) 2 in. to 3 ft.
(D) 2 to 3
(E) 3 ft. to 2 in.

VI. PROPORTION: Solve the following.

---

48. $\frac{x}{12} = \frac{3}{4}$

(A) 3
(B) 7.5
(C) 9
(D) 30
(E) .0625

---

49. $\frac{3}{8} = \frac{x}{56}$

(A) .5
(B) 4
(C) 32
(D) .048
(E) 21

---

50. $\frac{4}{13} = \frac{15}{m}$

(A) 17.5
(B) 48.75
(C) 38.65
(D) 195
(E) .0205

EMPHASIS ON
LATIN-AMERICAN CULTURES

Prepared by

Ella Cleveland
Project Evaluator

Typed by
Constance Brewton

Margaret Fleming
Deputy Superintendent

1980-1981

EMPHASIS ON LATIN-AMERICAN CULTURES

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

This project is designed to help Hispanic students at three secondary schools acquire the skills to improve achievement and adjustment. Student are helped to maintain their own language and culture and simultaneously adjust to a new culture (North American) and language by studying cultural similarities and differences. Pupils served by this project are provided with project-designed classes (Spanish-as-a-First Language and Multiculture) in grades seven-nine, tutorial services in grades ten-twelve, and supportive counseling services in grades seven-twelve. Project staff members participate in inservice workshops, and parents are involved in the project through parent-staff conferences, parent group meetings, and home visitations.

SERVICE SUMMARY

Pupils Served: 221 Grades Served: 7-12 Years in Operation: 11

Schools: 3 public Staffing:
1 Project Manager, FT
2 Bilingual Teachers, FT
3 Educational Advisers, FT
4 Educational Aides, FT
1 Clerk, FT

*Total DPPF Expenditures: $229,426.00 *Per Pupil Cost: $1,038.00

SUMMARY OF FINDINGS

The DPPF Latin Cultures Program for 1980-81 successfully provided instructional, tutoring, counseling, and parental participation services. The quality of these services was more evident and specific objectives were attained at one out of the two junior high schools and at the one senior high project school. Specifically, students at the one junior high project school made academic achievement gains and rated project services as excellent; students at the one senior high project school rated their counseling and tutoring services highly; at the other junior high project school students did not make gains academically and they did not rate their services highly.

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*Expenditures are estimates based on latest revised budget.

OBJECTIVES AND OUTCOMES

- Objective 1: Hispanic Lau students at Joseph Gallagher and Lincoln Junior High Schools will attend classes in Spanish-as-a-First Language and Multiculture.

    - Outcome: This objective was attained. Analysis of project records and on-site visitations revealed that 167 pupils in grades 7-9 were enrolled in project-designed classes (Spanish-as-a-First Language and Multiculture) at Joseph Gallagher and Lincoln Junior High Schools. Students enrolled in Spanish-as-a-First language classes were provided with language instruction, i.e., grammar, vocabulary, and sentence structure. The goal of this class was to provide greater language proficiency. The Multiculture class had as its focus the study of Latin American cultures, especially Puerto Rican culture. Students learned the similarities and differences between Spanish and American cultures.

- Objective 2: Hispanic Lau students at Joseph Gallagher, Lincoln Junior High, and Lincoln-West Senior High Schools will be provided with bilingual tutorial services.

    - Outcome: This objective was attained to the extent that services were provided. Analysis of project records and staff interviews revealed that 54 students (unduplicated count) from Lincoln-West Senior High School received bilingual tutorial services. Tutorial services were provided on a limited basis at the two junior high project schools due to the discontinuation of study halls at all junior high schools this year. Tutorial services had been provided to project students during study hall periods in previous years. Students at Lincoln-West were tutored in all subject areas, whereas tutoring in Spanish was provided at the junior highs during class time.

- Objective 3: Hispanic Lau students at the three component schools who are identified to have problems with school, career or vocational choices or with their personal life, will be provided with bilingual counseling.

    - Outcome: This objective was attained. Analysis of project records revealed that approximately 450 students (duplicated count) were provided bilingual counseling by three educational advisers at Lincoln Junior, Gallagher Junior, and Lincoln-West Senior High. Referrals of students for bilingual counseling were made by teachers, counselors, or by the students themselves. Most counseling sessions dealt with encouraging the student to remain in school. Other counseling efforts were in response to grade deficiencies. In addition, home visits and conferences with parents about their youngsters were made by the educational advisers on a limited basis.

- Objective 4: Program participants at grades 7,8,9, will demonstrate significantly ($p < .05$) higher post-scores than pre-scores on the Language Assessment Battery (Spanish Edition).

- Outcome: Objective 4 was attained at one school and not attatined at the other. Students in Spanish-as-a-First Language classes in grades 7-9 at Gallagher and Lincoln Junior High Schools were administered the Spanish Edition of the Language Assessment Battery (LAB) on a pre-post basis in November, 1980 and in May, 1981. The results of this testing can be found in Appendix B, Table 1. These results indicate that the pre-post gains were significant at the .001 level at all three grade levels at Lincoln Junior High School. Post-test scores at Gallagher were not significantly higher than pre-test scores.

Although the objective criterion standard was stated in terms of statistical significance employing the t-test for repeated measures, the following table will enable the reader to see the pupil standing represented by percentile ranks, based on national norms and relative to students of the same age. These percentile ranks were derived from the LAB Technical Manual "Percentile Ranks Corresponding to Number of Correct Items" norms table. Since there were no beginning and/or end year norms, the next grade level norms were applied to the post-test scores.

Percentile Ranks of Average Scores on Language Assessment Battery (Spanish Edition)

	Gallagher Jr. High		Lincoln Jr. High	
Grade	Pre-test	Post-test	Pre-test	Post-test
7	32	23	48	64
8	42	37	48	74
9	42	36	61	70

Lincoln Junior students, grades 7-9, showed good movement from pre to post tests. They started in mid-range percentile standings, and made good gains. Gallagher's project students, in all three grades (7-9), started relatively low on the percentile scale and test performance declined on the post-test. Project Management cites two reasons for this poor performance: the project teacher at Gallagher had not been teaching Spanish for awhile before her appointment to this project, and her morale was low because she had received notice that she would be laid off the following school year.

Table 2 of Appendix B gives one more interpretation of the LAB test scores. Percentile ranks were converted into NCE* units and further analyzed. Again, it can be seen that Lincoln Junior project students made significant pre-post gains: grade 7 (+9.40), grade 8 (+15.41), and grade 9 (+5.66). The performance of the Gallagher students was worse on the post-test than on the pre-test: grade 7 (-5.93), grade 8 (-2.82) and grade 9 (-4.00).

- Objective 5: Participants will provide an average rating of '4' or better on a 5-point scale, assessing the relevance, interest value, and knowledge content of the Multicultural class at Joseph Gallagher and Lincoln Junior High Schools.

  - Outcome: This objective was attained at one school and not attained at the other. All 163 project students in grades 7-9 in the Multiculture classes at Gallagher and Lincoln Junior High School were surveyed in late May. Students were asked to rate the quality and value of the curriculum and materials in the Multiculture class. Copies of the student survey may be found in Appendix C. For the first time, this school year, the survey was printed in English and Spanish. Approximately three-fourths of the students completing the survey did so in Spanish. Each school's survey composite is being presented separately, due to their divergent results.

    First, it may be seen that a 7-point rating scale was favored and used over the 5-point scale called for in the objective. Therefore, the objective criterion would translate to a score of 5.5 out of 7. The first survey in Appendix C is the Lincoln Junior High composite. There was a good return on surveys distributed: 64 (out of approximately 80) surveys were completed. The overall mean of 6.56, and all the item means of 5.97 and above, far exceed the objective criterion of 5.5 on a 7-point scale.

    It can also be seen, in the second student survey composite, that 47 (out of approximately 80) students at Gallagher Junior High completed the Multiculture survey. The overall mean, across the seven items, is 4.83, which does not meet the objective criterion of 5.5. Neither do any of the mean item ratings, which ranged from 4.40 to 5.36.

- Objective 6: Project staff will meet periodically to develop a curriculum guide on Multiculture, focusing on language and culture of the Hispanics.

  - Outcome: This objective was not attained. A curriculum guide on Multiculture, for grades 7 and 8, was completed the previous year. The 9th grade curriculum, scheduled for completion in June, 1981, was not completed. The Project Manager explained that she was unable to schedule special curriculum writing sessions this year due to the extended school year. She had to use the money allocated for these sessions to pay her staff in June.

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*NCE (Normal Curve Equivalent) units are normalized, equal-interval, standard scores with a mean of 50 and a standard deviation of 21.06, derived by dividing the distance from the mean to the 99th percentile by the same distance measured in terms of normal curve standard deviation units (2.3267). The resulting scale includes exactly 98% of the population which lies between the 1st and the 99th percentile.

- Objective 7: Project will provide opportunities for parents of program participants through a Parent Advisory Board, to meet and discuss different topics of interest to them.

  - Outcome: This objective was attained. A total of seven parent meetings were held throughout the year. The average attendance for each meeting was approximately 20 parents. Meeting topics included the following informational themes: orientation, how to obtain information at the school, drugs, attendance and drop-out rates, jobs available, and community resources. A total of 368 (duplicate count) parents made school visits, including open houses, conferences, and attending student activities.

ADDITIONAL FINDINGS

A recommendation was made by Project Management in last year's evaluation report "to develop systematic procedures to assess the effectiveness of bilingual tutorial and counseling services." This recommendation resulted in the development and administration this year of an additional student survey, similar to the survey on the Multiculture class . This survey consists of seven items and a seven-point rating scale for each item. Students are asked to rate the effectiveness and helpfulness of the tutoring and counseling services. Appendix C contains three survey composites, one for each project school.

Since services to students at Lincoln-West Senior High school consist solely of counseling and tutoring, this measurement is an important one. A total of 29 (approximately 60%) of the students served completed this questionnaire on an individual basis in the counselor's office. It can be seen, from the survey composite in Appendix C, that the objective criterion of an average score of 5.5 on a 7-point scale was met on all items but school attitudes. When interviewed, the counselor at Lincoln-West offered this explanation for the lack of success in that area: the student did not have a very positive attitude about school or school work to begin with, and this became her most challenging counseling task. As it stands, the mean rating for this item fell just short of the 5.5 criterion, for it measured 5.41. The overall mean of 5.98 meets the objective criterion.

The student surveys administered at the junior high schools have been included in this evaluation report, but the reader is reminded that the counseling and tutoring services at these project schools were limited due to the discontinuation of study hall periods. The N is small for Lincoln Junior but the results relate well to student achievement as reported in Objective 4. Counseling and tutoring, as student support services, were viewed by the students at Lincoln Junior as excellent: the overall mean was 6.31 on a 7-point scale and each item mean also exceeded the objective criterion of 5.5. At Gallagher, again, 5 of the 7 item mean ratings did not meet the objective criterion of 5.5. The overall mean of 5.23 also does not meet the objective criterion.

CONCLUSIONS

The DPPF Latin Cultures Program for 1980-81 achieved four of its seven objectives. Another two objectives were attained at one out of two of the project schools, and one objective was not achieved. The four objectives completely attained dealt with project services, e.g., provision of instruction, tutoring, counseling, and parent programs. The two objectives attained at one out of two of the project schools involved student achievement in Spanish and student evaluation of this instructional service. The one objective not attained regarded the development of the 9th grade Multiculture curriculum.

Strengths of the Latin Cultures Program are related to its coordination with Lau Services, the Title VII Secondary Bilingual Program, and other DPPF programs. Because of these coordination efforts, scheduling of classes and meetings, teacher inservice, and other services were better provided to Hispanic students involved in the Latin Cultures Program. Weaknesses in the Latin Cultures Program this school year would be the provision and quality of services at Gallagher Junior High. The following are recommendations for the 1981-82 school year.

- Continue coordination of DPPF Latin Cultures with Lau Services, Title VII Secondary Bilingual Program, and other DPPF programs.
- Continue provision of counseling and tutoring in the junior highs, attempting to find additional time slots besides class time.
- Continue parent involvement activities.
- Complete ninth-grade Multiculture curriculum.
- Continue provision of activities that will include pupils' understanding of other cultures beyond the Hispanics.
- Continue and strengthen inservice sessions for project staff.

APPENDIX A

LIST OF SCHOOLS IN 1980-81 DPPF LATIN CULTURES

Joseph Gallagher Junior High

Lincoln Junior High

Lincoln-West Senior High

APPENDIX B

TABLE 1

Summary of Pre-Post Testing

Raw Score Summary

Language Assessment Battery, Grades 7-9

	Gallagher			Lincoln Jr.		
	7	8	9	7	8	9
N	15	11	10	25	17	18
Pre test $\bar{X}$	60.33	71.82	73.10	68.84	74.47	80.61
Post test $\bar{X}$	60.80	73.09	78.00	77.40	84.24	85.06
S.D. Pre	19.85	11.85	15.40	13.51	10.33	9.38
S.D. Post	21.42	11.78	6.65	13.31	6.24	5.12
t	0.308	0.744	1.312	6.204*	6.580*	3.267*
$\bar{X}$ pre-post gain	0.47	1.27	4.90	8.56	9.76	4.44
S.D. pre-post gain	5.87	5.68	11.81	6.90	6.12	5.77
				*$p < .001$		

APPENDIX B (Continued)

TABLE 2

Mean NCE Gains by School and Grade

Grade	Gallagher			Lincoln Jr.		
	NCE			NCE		
	Pre	Post	Gain	Pre	Post	Gain
7	40.53	34.60	-5.93	49.04	58.24	+ 9.40
8	45.55	42.73	-2.82	49.18	64.00	+15.41
9	46.40	42.40	-4.00	55.67	61.33	+ 5.66

APPENDIX C

School: Lincoln Jr. Date: ______ Class Period: ______

Latin American Cultures Program

Multicultural Class

Directions: Indicate what you think of your Multicultural Class by circling the number or rating under one of the seven columns. The number represents the following:

7	6	5	4	3	2	1
EXCELLENT			AVERAGE			POOR

N=64	Ratings	7	6	5	4	3	2	1	$\overline{X}$ Rating
1. Interest of the Multicultural Class	f	50	7	5	2				6,64
	%	78	11	8	3				
2. Study of Hispanic culture in this class		49	8	4	3				6,61
		77	13	6	4				
3. Availability of materials to study Hispanic culture and heritage		51	8	4	1				6.70
		80	13	6	1				
4. Increase of knowledge about other Hispanic countries		45	12	5	2				6.56
		70	19	8	3				
5. Availability of other reading materials in Spanish besides the textbook		55	6	3					6.81
		86	9	5					
6. Increase of knowledge about the North American Culture		36	13	4	5	2	2	2	5.97
		57	20	6	8	3	3	3	
7. Value of Multicultural Class to me as a student		56	3	3	2				6.77
		87	5	5	3				

en español al reverso

Escuela________________________ Fecha __________________ Periodo de Clase _____________

Programa de Culturas Latinas

Class Multi-cultural

Directions: Indique que usted piensa sobre su clase multicultural haciendo un circulo alrededor del número quo represente su opinión en la siguiente escala de siete números. Los números representan lo siguiente:

7 6 5	4 3 2	1
Excelente	Promedio	Pobre

1. Interés en la clase multicultural	7	6	5	4	3	2	1
2. Estudio de la cultura hispana en la clase	7	6	5	4	3	2	1
3. Acceso de materiales para estudiar la cultura hispana y su herencia.	7	6	5	4	3	2	1
4. Aumentar el conocimiento sobre otros paises hispanos.	7	6	5	4	3	2	1
5. Acceso a otros materiales de lectura en español además del libro de texto.	7	6	5	4	3	2	1
6. Aumentar el conocimiento sobre la cultura de la America del Norte.	7	6	5	4	3	2	1
7. Valor de la clase multicultural para mi como estudiante.	7	6	5	4	3	2	1

APPENDIX C (Continued)

School: Gallagher Date: ________ Class Period: ________

Latin American Cultures Program

Multicultural Class

Directions: Indicate what you think of your Multicultural Class by circling the number or rating under one of the seven columns. The number represents the following:

7	6	5	4	3	2	1
EXCELLENT			AVERAGE			POOR

N=47	Ratings	7	6	5	4	3	2	1	$\bar{X}$ Rating
	f	9	6	7	12	5	2	6	4.40
1. Interest of the Multicultural Class	%	19	12	14	25	10	4	12	
		11	11	2	13	6	2	2	4.87
2. Study of Hispanic culture in this class		23	23	4	27	12	4	4	
3. Availability of materials to study Hispanic culture		12	5	9	10	7	1	3	4.68
and heritage		25	10	19	21	14	2	6	
		15	14	4	7	2	4	1	5.36
4. Increase of knowledge about other Hispanic countries		31	29	8	14	4	8	2	
5. Availability of other reading materials in		17	4	5	11	3	3	4	4.91
Spanish besides the textbook		36	8	10	23	6	6	8	
6. Increase of knowledge about the North American		11	9	7	10	2	3	5	4.74
Culture		23	19	14	21	4	6	10	
		18	7	2	7	4	4	5	4.91
7. Value of Multicultural Class to me as a student		38	14	4	14	8	8	10	

en español al reverso

APPENDIX C (Continued)

Escuela ______________ Fecha ______________ Periodo de Clase ______________

Programa de Culturas Latinas

Class Multi-cultural

Directions: Indique que usted piensa sobre su clase multicultural haciendo un circulo alrededor del número que represente su opinión en la siguiente escala de siete números. Los números representan lo siguiente:

7 6 5	4 3 2	1
Excelente	Promedio	Pobre

1.	Interés en la clase multicultural	7	6	5	4	3	2	1
2.	Estudio de la cultura hispana en la clase	7	6	5	4	3	2	1
3.	Acceso de materiales para estudiar la cultura hispana y su herencia.	7	6	5	4	3	2	1
4.	Aumentar el conocimiento sobre otros paises hispanos.	7	6	5	4	3	2	1
5.	Acceso a otros materiales de lectura en español además del libro de texto.	7	6	5	4	3	2	1
6.	Aumentar el conocimiento sobre la cultura de la America del Norte.	7	6	5	4	3	2	1
7.	Valor de la clase multicultural para mi como estudiante.	7	6	5	4	3	2	1

School: Lincoln-West Date: ____________ Class Period ____________

Latin American Cultures Program

Counseling and Tutoring Services

Directions: Indicate what you think of your Counseling and Tutoring Services by circling the number or rating under one of the seven columns. The numbers represent the following:

7	6	5	4	3	2	1
Excellent			Average			Poor

	N=29 Ratings	7	6	5	4	3	2	1	$\bar{X}$ Ratings
1. Helpfulness of counseling with academic and personal problems	f	11	6	5	6	1			5.69
	%	38	21	17	21	3			
2. Effectiveness of counseling in changing attitudes about school		6	9	9	4			1	
		21	31	31	14			3	5.41
3. Counseling stress of importance to stay in school		13	7	4	5				5.97
		45	24	14	17				
4. Availability of counselor as someone to talk with		13	7						
		65	35						6.65
5. Value of orientation class at the beginning of the year		13	9	2	4		1		
		45	31	7	14		3		5990
6. Helpfulness of tutoring services for academic problems		15	6	6	1	1			
		52	21	21	3	3			6.14
7. Opportunity to improve your grades through tutoring services		18	6	3		2			
		62	21	10		7			6.13

en español al reverso

Escuela____________________ Fecha____________________ Periodo ________________

Programa de Culturas Latinas

Servicios de Orientación y Tutoría

Instrucciones: Indique que piensa sobre los servicios de orientación y tutoría circulando el número que indique su opinión en la escala de siete números. Los números representan lo siguiente:

7 6 5	4 3 2	1
Excelente	Promedio	Pobre

1. Ayuda en la orientación de problemas académicos y personales.	7	6	5	4	3	2	1
2. Efectividad en la orientación para cambiar la actitud hacia la escuela.	7	6	5	4	3	2	1
3. Enfasis en la orientación sobre la importancia de mantenerse en la escuela.	7	6	5	4	3	2	1
4. Accesibilidad del consejero(a) cuando el estudiante le necesite.	7	6	5	4	3	2	1
5. El valor de la orientación al comenzar el año escolar	7	6	5	4	3	2	1
6. Ayuda en los servicios de tutoría para resolver problemas académicos.	7	6	5	4	3	2	1
7. Oportunidad de mejorar las notas con la ayuda de los servicios de tutoría.	7	6	5	4	3	2	1

APPENDIX C (Continued)

School: Lincoln Jr. Date: ________ Class Period ________

Latin American Cultures Program

Counseling and Tutoring Services

Directions: Indicate what you think of your Counseling and Tutoring Services by circling the number or rating under one of the seven columns. The numbers represent the following:

7	6	5	4	3	2	1
Excellent			Average			Poor

N=14 Ratings		7	6	5	4	3	2	1	$\overline{X}$ Ratings
1. Helpfulness of counseling with academic and personal problems	f	11		3					
	%	78		21					6.57
2. Effectiveness of counseling in changing attitudes about school		7	3	3	1				
		50	21	21	7				6.14
3. Counseling stress of importance to stay in school		8	5			1			
		57	35			7			6.35
4. Availability of counselor as someone to talk with		8	4		1	1			
		57	1		7	7			6.21
5. Value of orientation class at the beginning of the year		9	2	2	1				
		64	14	14	7				6.36
6. Helpfulness of tutoring services for academic problems		12	1		1				
		85	7		7				6.71
7. Opportunity to improve your grades through tutoring services		12	1			1			
		85	7			7			6.43

on español al reverso

Escuela ____________________ Fecha ____________________ Periodo ____________________

Programa de Culturas Latinas

Servicios de Orientación y Tutoría

Instrucciones: Indique que piensa sobre los servicios de orientación y tutoría circulando el número que indique su opinión en la escala de siete números. Los números representan lo siguiente:

7 6 5	4 3 2	1
Excelente	Promedio	Pobre

1. Ayuda en la orientación de problemas académicos y personales.	7	6	5	4	3	2	1
2. Efectividad en la orientación para cambiar la actitud hacia la escuela.	7	6	5	4	3	2	1
3. Enfasis en la orientación sobre la importancia de mantenerse en la escuela.	7	6	5	4	3	2	1
4. Accesibilidad del consejero(a) cuando el estudiante le necesite.	7	6	5	4	3	2	1
5. El valor de la orientación al comenzar el año escolar	7	6	5	4	3	2	1
6. Ayuda en los servicios de tutoría para resolver problemas académicos.	7	6	5	4	3	2	1
7. Oportunidad de mejorar las notas con la ayuda de los servicios de tutoría.	7	6	5	4	3	2	1

APPENDIX C (Continued)

School: Gallagher Date: Class Period

Latin American Cultures Program

Counseling and Tutoring Services

Directions: Indicate what you think of your Counseling and Tutoring Services by circling the number or rating under one of the seven columns. The numbers represent the following:

7	6	5	4	3	2	1
Excellent			Average			Poor

N=47 Ratings		7	6	5	4	3	2	1	$\overline{X}$ Rating
1. Helpfulness of counseling with academic and personal problems	f	17	4	4	9	3	4	6	
	%	36	9	9	19	6	9	13	4.72
2. Effectiveness of counseling in changing attitudes about school		14	6	8	8	7	2	2	
		30	13	17	17	15	4	4	4.95
3. Counseling stress of importance to stay in school		20	10	3	8	1	4	1	
		43	21	6	17	2	9	2	5.51
4. Availability of counselor as someone to talk with		22	5	6	9			5	
		47	11	13	18			11	5.42
5. Value of orientation class at the beginning of the year		16	7	4	15	2	1	2	
		34	15	9	32	4	2	4	5.19
6. Helpfulness of tutoring services for academic problems		18	4	5	10	5	1	4	
		38	9	11	21	11	2	9	5.02
7. Opportunity to improve your grades through tutoring services.		27	9	1	3	2	1	4	
		57	19	2	6	4	2	9	5.78

en español al reverso

Escuela____________________ Fecha____________________ Periodo ________________

Programa de Culturas Latinas

Servicios de Orientación y Tutoría

Instrucciones: Indique que piensa sobre los servicios de orientación y tutoría circulando el número que indique su opinión en la escala de siete números. Los números representan lo siguiente:

7 6 5 Excelente
4 3 2 Promedio
1 Pobre

1. Ayuda en la orientación de problemas académicos y personales.	7	6	5	4	3	2	1
2. Efectividad en la orientación para cambiar la actitud hacia la escuela.	7	6	5	4	3	2	1
3. Enfasis en la orientación sobre la importancia de mantenerse en la escuela.	7	6	5	4	3	2	1
4. Accesibilidad del consejero(a) cuando el estudiante le necesite.	7	6	5	4	3	2	1
5. El valor de la orientación al comenzar el año escolar	7	6	5	4	3	2	1
6. Ayuda en los servicios de tutoría para resolver problemas académicos.	7	6	5	4	3	2	1
7. Oportunidad de mejorar las notas con la ayuda de los servicios de tutoría.	7	6	5	4	3	2	1

IMPROVEMENT OF SCHOOL/COMMUNITY SKILLS AND RELATIONSHIPS PROGRAM

Prepared by

Richard Leiken
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1980-1981

SCHOOL/COMMUNITY SKILLS AND RELATIONSHIPS PROGRAM

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

This project is designed to promote better home-school-community relations thereby improving learning opportunities for the served population. This task is to be accomplished by a variety of related activities such as the operation of a Cultural Heritage Center, the coordination of volunteers working in Title I schools, and the maintenance of communication between the Title I school and home. Those concerns related to Desegregation matters will be particulary emphasized. All students in Title I schools grade K-12 constitute the population.

SERVICE SUMMARY

Pupils Served: 6,286
Kindergarten 860
Gr. 1-3 - 2,912
Gr. 4-6 - 2,514

Grades Served: K-6

Years in Operation: 13

Schools: 53 public
See Appendix A for list of served schools.

Staffing: 2 Project Managers, FT
61 Aides, FT
3 Clerks
107 Parent Volunteers

Total DPPF Expenditures: 947,379

Per Pupil Cost: $151

SUMMARY OF FINDINGS

Despite some organizational confusion the project managed to achieve most of its objectives during the year. The efforts to promote communication between the school system and parents were successful, as a number of diversified events were held. Individual student needs also were met, particularly by volunteer services. Staff aides assisted school principals with general operational activities, and to some extent with Title I advisory groups.

The primary weakness of the project was confusion resulting from uncertainty over which department the project was accountable to. This was finally resolved when the project become an operational arm of the Department of Desegregation.

OBJECTIVES AND OUTCOMES

- Objective 1: The project will promote home-school-community communication/cooperation.

  - Outcome: Due to budget cuts objective 1 is considered partially attained. Parent involvement was excellent during the 1980-81 year. Examples of school-community involvement include a grandparents/senior citizens day program held at Charles Lake School in March. A consumer economics workshop held in May provided parents with valuable information concerning the world of credit, and money management. In June a program was sponsored and conducted by the Community Agents entitled Appreciation Day Tenth Anniversary. A total of six parent workshops were conducted during the course of the year. (See Appendix C for sample reaction to workshop held in December 1980.

The workshop provided parents with budget and sewing information. A total of 52 parents attended this workshop. Average parent attendance was 49).

The day brought together parents who were served by the project in the 1970's and today's parents. Also in attendance were several former principals and present school administrators. In April Community Agents participated in the formation of a bilingual Community Relations Committee. The committee's purpose was to assist non-certified personnel to work more effectively with non-English speaking parents and students. All community agents attended the staff development workshops held at Cuyahoga Community College.

In September the project coordinator conducted a bus tour of the Glenville area for faculty members of the Lincoln-West High School staff. The coordinator also provided students from Hiram College with an overview of the school community program. The agents also made home visit to parents on both the east and west sides of town to explain and answer questions regarding Desegregation Implementation.

The following responsibilities were fulfilled by the Cultural Heritage study program located at Harvard school. The Cultural Heritage Center is the study component of the project and is designed to promote positive self concepts of various racial and ethnic groups. Center materials are made available to parents and teachers on a loan basis. The Center is presently housed at Harvard School where relevant records are kept.

1. The ongoing acquistion and organization of resources and materials by school attendance grouping.
2. Dissemination of information about available resources at the center for teacher loan city-wide.
3. Maintenance of records, preparation and submission of required reports.

- Objective 1 - (Continued)

4. Parent and community group workshops involving all clusters and parent organizations.

5. Student workshops highlighting the diversity of our American heritage.

6. Culminating these activities were two multicultural education days for students, teachers and parents. These sessions provided all in attendance with various types of information such as food, clothing and language of Cleveland's ethnic heritage population.

Due to budget cuts following the start of the year, two important changes were made in the entire project. First the total number of schools served was reduced from 65 to 53. Secondly no junior or senior high schools were serviced due to the cutting of the Glenville volunteer components.

Parent participation and involvement in the project were generally positive. However, parent utilization of the Cultural Heritage Center should be increased. (See Appendix B for list of activities) (See Appendix C for results of parent questionnaire). The totals reflect 250 unduplicated responses.

- Objective 2: Obtain/provide individual group services to students needing special assistance.

  - Outcome: The objective was attained. As indicated in Appendix C, the project provided numerous services to Title I students. These services included math and reading tutoring, often at home, assistance in the Library/Media Center, bus stop patrol, and assistance in the breakfast program. The number of volunteers was 107, and they contributed a total of 4,981 volunteer hours. Three thousand and ninety nine students were served, and nine schools were served. (See Appendix D for complete list of volunteer services by school and for number of students served).

- Objective 3: Assist principals with organization operation of local Title I advisory committees in elementary schools.

  - Outcome: The objective was attained. During the 1980-81 school year staff aides were assigned to principals of each elementary school. Each principal submitted annual evaluations to the project manager regarding the aides performance. Aides participated in a workshop concentrating on Desegregation Implementation in March of 1981. Although aides should have worked more closely with Title I advisory groups, they spent most of their time in general organizational activities.

- Objective 4: Support efforts of the Department of Desegregation Implementation.

  - Outcome: The objective is considered attained. The director of Community Involvement for Compensatory Education, has been involved in all aspects of this years project operation. Weekly meetings between the director and project manager have continued throughout the school year. Copies of all correspondence between project staff and the target population has been forwarded to the director, and she has been informed of all meetings, workshops, and inservice sessions. The project evaluator has also met with the director on numerous occasion to exchange information relevant to the project's strengths and weaknesses. The Department of Desegregation has in effect complete control of the operations of the School-Community Project. In November the Compensatory Education Department was transfered to Desegregation, and the School-Community Project became an operational arm of the Department of Desegregation's Community Involvement department.

ADDITIONAL FINDINGS

Some confusion resulted this year due to the transference of the project to the Desegregation Department. By the year's end however, these matters were properly administered to and cleared up.

CONCLUSIONS

This year's School-Community project did an excellent job of meeting its objectives. This is particularly true of those areas concerned with parent contact.

The primary weaknesses of the project were as follows. A large degree of confusion resulted regarding what department the project was accountable to. By the end of the year it finally became evident that the project was part of the Desegregation Department. Adding to the confusion this year was the constant changing of job titles, such as aides being called technicians and then aides again.

Finally, a study should be made concerning the possible duplication of funtion between School-Community and other projects charged with similar responsibilities.

APPENDIX A

SCHOOLS SERVED BY SCHOOL-COMMUNITY RELATIONSHIPS 1980-81

A. A. Benesch
Andrew J. Richoff
Artemus Ward
Benjamin Franklin
Bolton

Brooklawn
Buckeye-Woodland
Buhrer
Capt. A. Roth
Case

Charles Dickens
Charles H. Lake
Charles Orr
Chesterfield
Clark

Corlett
Dike
East Clark
East Madison
Emile B. deSauze

Forest H. Parkway
Fullerton
George W. Carver
Giddings
Gordon

Halle
Harvey Rice
Iowa-Maple
John W. Raper
Louis Agassiz

Louis Pasteur
Margaret Ireland
Marion Sterling
Mary B. Martin
Mary Bethune

McKinley
Miles Standish
Milford
Mount Auburn
Mount Pleasant

Nathaniel Hawthorne
Oliver H. Perry
Paul Revere
Riverside
Robinson G. Jones

Stephen E. Howe
Tremont
Union
Valley View
Wade Park

Watterson-Lake
William C. Bryant
Willow
Woodland Hills

APPENDIX B

SCHOOL-COMMUNITY-CONTACTS

DATE	EVENT-PURPOSE	LOCATION	NO. OF HOURS	PARTICIPANTS SERVED	NUMBER ATTENDING	CONSULTANTS
5/4/81	Bilingual Comm. Rel. Committee Mtg.	Orchard	2½ hrs.	Agents Aides	5 Committee Members	Luis Perez
5/5/81	R.I.D. Comm. Mtg.	Glenville	2hrs.	Staff	10 members	H. Keys
5/5/81	Comm. Agent Committee Mtg. - Design Invitation	Charles Lake	2 hrs.	Community Agents	3 Agents	M. Mason
5/5/81	Urban Pilot Project Parent Effect. Mtg.	Miles Standish	2 hrs.	Parents	4 parents 1 Com. Agent	J. Fashola
5/6/81	"Love Affair With Yourself - Black Women"	Franklin D. Ro sevelt	3 hours	Parents Comm. Agents Comm. Coord.	6 parents 1 Agent	Mrs. Teshia Be
5/6/81	Sch/Comm.Council Mtg.	Captain Roth	3 hours	Parents	24 parents	F. Wilcox Geo. Forbes
5/7/81	SAC Meeting - "Western Round-up"	Stephen E. Howe	3 hours	Parents	47 parents 5 Com. Agents	P. Carlin SAC Chrmn
5/8/81	Parent/Community/ Agency/School Mtg.	Kathryn Tyler Neighbor. Ctr.	3 hours	Board Personnel Parents Agency Personnel	3 Com. Agents	Eugene Hawkins
5/11/81	Staff Meeting	Charles Lake	4 hours	Comm. Agents	7 Comm. Agents 1 Coordinator 1 Clerk	B. Meadows
5/12/81	PTA Meeting	Captain Roth	2½ hours	Parents	19 parents	P. Harmon
5/14/81	R.I.D. Comm. Mtg.	Clinic Inn	7 3/4 hrs.	Glenville Staff and students	10 Staff 2 Students	E. Clements
5/15/81	Sch/Comm.Council	Miles Standish	3 hours	Parents	9 parents	C. Woodard
5/15/81	6th Grade Parent Meeting	Charles Lake	2 hours	Parents	10 parents	M. Mason

APPENDIX B (Continued)

DATE	EVENT-PURPOSE	LOCATION	NO. OF HOURS	PARTICIPANTS SERVED	NUMBER ATTENDING	CONSULTANTS
5/18/81	Staff Meeting	Charles Lake	4 hours	Comm. Agents	7 Comm. Agents 1 Coordinator 1 Clerk	C.E.Chaney Lois Coleman
5/18/81	Bilingual Comm. Mtg.	Charles Lake	2½ hours	Staff	10 Members	Luis Perez
5/20/81	Training Seminar Sch/Comm. Workers	Louisa M. Alsott	2 hours	Comm. Agents Comm. Aides Staff Aides	5 Comm. Agents	L. Perez Dr. Frank Voci
5/20/81	Glenville High School "Hall of Fame"	Glenville	3 hours	Glenville Alumni Students Parents	Glenville staff Glenville Students 1 Comm. Agents	Dr. Wm. Martocci
5/21/81	Consumer Economics Mtg. for parents	Stephen E. Howe	2½ hours	Parents	26 Parents, Agents Staff	Mrs. Esther Lest
5/27/81	PTA Meeting honoring Bishop Anthony Pilla	Patrick Henry Jr. High School	2 hours	Parents Students	2 Comm. Agents	Mrs. M. Poles Mr. F. Jefferson
5/28/81	R.I.D. Comm. Mtg.	Hofbrau House	3 hours	Staff	10 members	E/ Clements
5/28/81	Health Fair	Captain Roth	4 hours	Students Community		Health Agency personnel
5/29/81	Volunteer Tea for parents	Jane Addams High School	2 hours	Parents	Parents Comm. Agents Board Personnel	Mrs. Cynthia Bur
*** 5/28/81	SAC Spring Festival	Mary Bethune	3 hours	parents	Comm. Agents Parents Board Personnel	Mrs. O. Young Mrs. H. Threatte
6/1/81	Title I In-service Training workshop	Observation Center	3 hours	Comm. Agents	Comm. Agents Coordinator	Mrs. L. White
6/1/81	STaff Meeting	Charles Lake	4 hours	Comm. Agents	Agent/Coord./Clerk	Mrs. B. Meadows

School/Community Skills and Relationship Program

APPENDIX B (Continued)

ATE	EVENT-PURPOSE	LOCATION	OF HOURS	PARTICPANTS SERVED	NUMBER ATTENDING	CONSULTANTS
/4/81	Parent Appreciation Day program / 10th Anniversary	Captain Roth	3 hours	Parents	107 Parents Comm. Agents Principals	B. Meadows
/4/81	Open House and Style Show	Charles Lake	2 hours	Parents Students	32 Parents Entire student body	Mrs. M. Mason Mrs. R. Bullock
/8/81	Staff Meeting	Joseph Landis	3 hours	Comm. Agents	8 Agents/Clerk/ Coordinator	Mrs. B. Meadows
/9/81	Sch/Comm. Council	Our Community Center	3 hours	Parents		Mrs. G. Jones
/12/81	Multicultural Festival	South High	2½ hours	Parents	2 Parents 1 Comm. Agent	Mrs. L. Coleman
/10/81	Sch/Comm. Council	Chesterfield	2½ hours	Parents	6 Parents	Mrs. C. Woodard Mrs. L. Williams
/14/81	Fellowship/Pot-luck Mtg. - ESL Parents	Joseph Landis	2½ hours	Parents		Mrs. W. Anderson
/16/81	Staff Meeting	Charles Lake	3 hours	Comm. Agents	Agents/Clerk/Coord.	Mrs. C. Chaney Mrs. B. Meadows
/18/81	Choir Program	Jsseph Landis	2 hours	Parents Students	Parents STudents	Mr. Zahn Mrs. McCray
/19/81	staff Devel. Workshop	LOuisa Alcott	5½ hours	Dept. of Comm. Involve. personnel	6 Comm. Agents Staff Aides Parent Liaison Aides	Mrs. F. Carter

Note - Mrs. Willie Anderson continues to serve as Transportation Coordinator for Joseph Landis School
Mrs. Lois Williams and Mrs, Fannie Jones continue to supervise students during the breakfast and lunch periods. Mrs. Oreathea Young and Mrs. Mary Mason also fill in as Transportation Coordinators, when necessary.

APPENDIX B (Continued)

Program Involvement
Assistant Volunteer Coordinator
Improvement of School/Community Skills & Relationships Program
Volunteer Division

Recruitment of Students for Kathryn Tyler Center - Recreation Program

Martha Holden Jenning Scholarship Committee Member

Glenville Senior High Recognition Day Program Participant

Captain Arthur Roth P.T.A. Speaker

Staff Aide Orientation Workshop Participant

S/CC Ad Hoc Committee Member - Glenville H.S.

Paul Dunbar SAC Speaker

Gidding SAC Speaker

Provided Home Tutors - Requested by Parents

Volunteer Forcast - Cleveland State University

Federation of Community Planning Workshop Participant

Recruitment and Scheduling of Resource Persons

Charles H. Lake Grandparent Appreciation Meeting

P.T.A. Spring Luncheon

Annual Volunteer Recognition Tea

United Negro College Fund - Building Chairperson - Glenville H.S.

Hall of Fame Committee Co-Chairperson - Glenville H.S.

R.I.D. Committee Co-Chairperson - Glenville H.S.

Flower and Gift Committee Chairperson

Volunteer Recognition Luncheon - Glenville H.S.

Speaker Kennedy/Marshall Cluster Meeting - S.L.T.

S.L.T. Co-Chairperson - Glenville H.S.

Co-Chairperson - A Step Tpward Am Academic Renaissance Committee

APPENDIX B (Continued)

Social Committee Chairperson

Benjamin Rose Institute Student Volunteer Recruitment

Pathways to Growth Speaker

Marion Selzer P.T.A. Speaker

Bolton Elem. Follow Through Speaker

Two Week Teacher, Staff Inservice Committee

Almira SAC Speaker

Submitted by:
Barbara E. Johnson
Assistant Volunteer Coordinator
June, 1981

APPENDIX C

WORKSHOP REACTION SHEET

Directions: Please give your impressions of today's session by circling the number along each continuum which most closely represents your feelings concerning each item. Note that a "5" represents the most positive response, while "1" represents the most negative response.

MODE OF PRESENTATION WAS APPROPRIATE	[✓ 5]	4	3	2	1	MODE WAS NOT APPROPRIATE
SEQUENCE OF PRESENTATION WAS APPROPRIATE	[✓ 5]	4	3	2	1	SEQUENCE WAS NOT APPROPRIATE
PRESENTATION STIMULATING	[✓ 5]	4	3	2	1	PRESENTATION DULL
PURPOSES WERE CLEAR	[✓ 5]	4	3	2	1	PURPOSES WERE UNCLEAR
CONTENT UNDERSTANDABLE	[✓ 5]	4	3	2	1	CONTENT CONFUSING
TIME SUFFICIENT	[✓ 5]	4	3	2	1	INSUFFICIENT TIME
OPPROTUNITY TO INTERACT	[✓ 5]	4	3	2	1	NO OPPORTUNITY TO INTERACT
EFFECTIVE DISCUSSION	[✓ 5]	4	3	2	1	INEFFECTIVE DISCUSSION
NEW KNOWLEDGE ACQUIRED	[✓ 5]	4	3	2	1	NO NEW KNOWLEDGE ACQUIRED
SESSION BENEFICIAL	[✓ 5]	4	3	2	1	SESSION OF NO BENEFIT

Directions: Briefly complete the following items.

I feel that the most valuable aspect(s) of today's session was/were

"Enjoyed the complete presentation."

I feel that the least valuable aspect(s) of today's session was/were

The one thing that I would change or do differently, if I were conducting today's session would be

"If there had been more time for the discussion of needs, listening and so forth."

Other comments/suggestions

Thank you for your participation.

APPENDIX C (Continued)

RESPONSE SUMMARY

PARENT SURVEY

CLEVELAND PUBLIC SCHOOLS

School Community Parent Questionnaire

1980-81

(N=250)

Dear Parent:

Please circle the correct response below.

ITEM	PER CENT RESPONDING	
1. Have you been contacted by anyone from the School-Community Project This year?	YES 93%	NO 7%
2. Did you ever contact the School Community Project on your own?	YES 74%	NO 26%
3. Were you satisfied with the results of your contact?	YES 100%	NO 0%
4. Do you feel that the project helps the school and community understand each other?	YES 86%	NO 14%
5. Would you like to serve as a volunteer in the project?	YES 43%	NO 57%
6. Have you ever taken out material from the Cultural Heritage Center located at Harvard school?	YES 4%	NO 96%

Please return this sheet to: Mr. Richard A. Leiken
Research, Development, and Evaluation
Cleveland Board of Education Room 600-S

Thank you very much.

APPENDIX D

STATISTICAL REPORT
Improvement of School/Community Skills & Relationships
Volunteer Division

Glenville High School	Number of Volunteers	Number of Hours
Hall Patrol	1	55
Resource Persons	8	92
Home Tutors	2	46
General Assistance	2	8
Capt. A. Roth		
Bus Stop Patrol	1	5
Classroom	5	118½
General Assistance	2	36
Library/Media Center	1	109
Giddings		
General Assistance	2	42
Marion T. Seltzer		
Classroom	8	114½
Bus Stop Patrol	2	126
Tutors	9	116½
Library/Media Center	2	162
Almira		
Classroom	14	82½
Math Tutors	2	10
Charles H. Lake		
Lunchroom	5	362
Classroom	2	42
Library/Media Center	2	12
Mary Bethune		
Classroom	2	280
Breakfast Program	4	312
Lunchroom	3	65
Library/Media Center	1	93
Miles Standish		
Library/Classroom	1	45
Classroom	6	74
Library/Media Center	1	3
Lunchroom	2	197

APPENDIX D (Continued)

Statistical Report
Page #2

East Clark	Number of Volunteers	Number of Hours
Classroom	10	1,520
Classroom/Lunchroom	4	347
Bus Stop Patrol	2	98
Lunchroom	1	382
Total Number of Hours & Volunteers	107	4,981

Submitted by: Barbara E. Johnson
Assistant Volunteer Coordinator
Improvement of School/Community Relationships
June 1981

186

JOB DEVELOPMENT PROJECT

Prepared by

Richard Leiken
Project Evaluator

Typed by
Arlene Copeland

Margaret Fleming
Deputy Superintendent

1980-1981

JOB DEVELOPMENT PROJECT

1980-18 DPPF Evaluation

PURPOSE AND OVERVIEW

The project has two primary functions. First the project is designed to present relevant information regarding the world of work to eleventh and twelfth graders. Second the project will provide assistance in placing students in full time jobs following graduation.

SERVICE SUMMARY

Pupils Served: 11,273   Grades Served: 11-12   Years in Operation: 15

Schools: 12
See Appendix A for list of schools

Staffing:
1 Project Manager
11 Job Advisors
6 Clerks

Total DPPF Expenditures: $316,004   Per Pupil Cost: $28

SUMMARY OF FINDINGS

Despite some problems related to resources, the Job Development Project managed to meet its objectives this year. The most positive innovation of the year was the gathering of potential employers at Cuyahoga Community College. Previously the meeting between students and potential employers were held at selected schools. The choice of a central location provided easier access for students, and helped to create a more adult and professional environment for employers to conduct the interviews. Evaluation data showed that the project had a generally positive impact on the students served. Test results showed only a small increase in knowledge of the world of work, but average scores were moderately high. Over 80% of those seniors seeking work were successfully placed in jobs.

OBJECTIVES AND OUTCOMES

- Objective 1: Project participants will show a significant increase in the knowledge of the world of work as measured by a locally constructed instrument.

  - Outcome: This objective was achieved. A 20 item survey of the world of work was completed on a pre-post basis. The pretest was given in December 1980, and the post in May of 1981. (See Appendix B for Test). Test results were obtained on a sample of 261 students. The average pre test score was 67.3% correct and the average post test score was 72.9% correct. A t-test for repeated measures showed that this difference, although small, was statistically significant ($t = 3.89$, p .001, $df = 259$).

- **Objective 2:** Fifty percent of the twelfth grade students participating in the project and desiring employment will be placed in full-time jobs.

  - **Outcome:** Objective 2 was attained. From the class of June, 1980 81% of those seeking full time employment found jobs. The 81% figure translates to 526 out of 646 students. The 81% figure compares with 91% for the year 1979. These figures are kept by the Project Office. A Job Fair was held in March of 1981 at Cuyahoga Community College. Seventy-four interviewers were present representing fifty-five companies. Students attendence was 993 representing all served schools. A survey of the interviewers showed that their reactions to the Job Fair were generally positive. (See Appendix C for a summary of survey results).

- **Objective 3:** To assist selected disadvantaged youth in the 8th and 9th grades to explore a career of their choice by learning about the world of work, its requirement and how to qualify for careers through proper education and training.

  - **Outcome:** This objective was added to the proposal narrative in May 1981. Those responsible for project evaluation were not informed of the existance of the new objective, and so no data were gathered to measure the extent of its attainment.

ADDITIONAL FINDINGS

As illustrated by Appendix C, most potential employers were impressed with the students served by the project. In informal conversations with various employers, they pointed out that the two biggest obstacles they encounter are the present state of the economy and minimum wage requirements. They pointed out that they can hire an experienced employee for the minimum wage or slightly above.

CONCLUSIONS

The 1980-81 Job Development Project proved successful in meeting its objectives. The strength of the project this year was the highly effective Job Fair held at Cuyahoga Community College. Reaction of the employers indicated that this year's Fair was the best ever. The basic weakness of this year's project was the turmoil caused by the almost constant shifting of personnel. Also the economic situation in Cleveland presents great difficulties in Job placement. A third objective was presented to the evaluator in July. As he had no knowledge of this objective, no data existed to illustrate whether or not the objective had been attained. In the future the evaluator should be made aware of all project changes during the course of the year.

APPENDIX A

JOB DEVELOPMENT
LIST OF SCHOOLS
SERVED 1980-81

1. East High School
2. East Technical School
3. Glenville High School
4. John Adams High School
5. John Hay High School
6. Lincoln West High School
7. Collinwood High School
8. Jane Addams High School
9. John Marshall High School
10. South High School
11. West Tech High School
12. James Ford Rhodes High School

APPENDIX B

JOB DEVELOPMENT SURVEY

Directions: Please do not mark on this paper. Mark all your answers on the answer sheet provided with this survey. On your answer sheet choose the letter of the one response which best completes each statement.

1. Private employment agencies:

    a. Always charge the applicant a fee if placed on a job
    b. Place applicants in office jobs only
    c. Guarantee you a job
    d. None of the above

2. On-the-job training programs and apprenticeship programs are not the same but both programs:

    a. Pay you while you learn
    b. Require a college education
    c. Are governed by Federal rules
    d. Are limited to male applicants

3. Classified employment advertisements are valuable because they provide:

    a. An accurate forecast of the job market
    b. A partial listing of the available jobs
    c. A distinction between male and female jobs
    d. Lists of only those jobs which are full-time

4. Pupils between the ages of 14 and 18 are required to have a work permit because it is:

    a. Required by the Division of Health
    b. A school rule
    c. Required by the State of Ohio
    d. A city law

5. The Job Development Program at your high school:

    a. Offers particular skill training required for certain jobs
    b. Assists each interested senior in preparing for and finding a job
    c. Is primarily interested in helping the college bound senior
    d. Finds jobs for all seniors looking for work

6. If a question on the job application asks how much money you expect to earn, it is best to:

   a. Write in the word "open" or "negotiable"
   b. Leave the question unanswered
   c. Write less than you think the job will pay
   d. Write in more than you think the job will pay

7. Before going to an employment interview, it is recommended that you prepare a report about yourself that includes personal facts, schools attended, record of previous jobs, and names and addresses of references. This report is called a:

   a. Permanent record card
   b. Application form
   c. Resume
   d. Letter of recommendation

8. Most job application forms request the applicant's:

   a. Extra curricular activities
   b. Racial or ethnic background
   c. Social security number
   d. Religous affiliation

9. Assuming that you are qualified for the job, what charateristic would be the most important to an employer:

   a. The ability to write and speak effectively
   b. Dependability and positive attitude
   c. Interest in the company
   d. Ability to get along with co-workers

10. In the process of getting a job, the very first step you should take is to:

    a. Read the want ads
    b. Buy a new outfit
    c. Visit an employment agency
    d. Make a self-analysis

11. Select the item which is most likely to be true.

    a. You are more likely to be hired if you tell the interviewer that you can do anything.
    b. People who finish college usually find jobs.
    c. The steps involved in getting a job are usually the same regardless of educational background.
    d. You are more likely to be hired if you apply with a friend.

12. To become a career employee with the Federal government, you are expected to:

    a. Be recommended by someone who works in government
    b. Have at least 2 years of work experience
    c. Pass a civil service test
    d. Complete at least 2 years of college

13. When reviewing job applications, employers place particular importance on:

    a. Part-time work experience record
    b. Extra Curricular activities record
    c. Achievement record (grades)
    d. Attendance record

14. A successful employee is able to:

    a. Perform his job regardless of personal feelings about co-workers
    b. Follow the rules and procedures pertaining to his job
    c. Discuss work problems with his supervisors
    d. All of the above

15. A new employee's most important concern should be learning:

    a. How to file a grievance
    b. How to perform assigned tasks
    c. How to avoid the supervisor
    d. About available fringe benefits

16. The most complete publication which gives information about jobs is the:

    a. Vocational Guidance Quarterly
    b. U. S. News and World Report
    c. Daily newspaper
    d. Occupational Outlook Handbook

17. The item from your school file which is least important in getting a job is:

    a. Achievement record (grades)
    b. Attendance record
    c. PLR or IQ
    d. Health record

18. During your job interview, it is unwise to:

    a. Apply for a specific job
    b. Claim that you are willing to do anything
    c. Stress your qualifications for the job
    d. Know something about the company

19. To be hired for most jobs, an applicant must:

    a. Live near the job
    b. Have an A or B average in school
    c. Express a willingness to learn
    d. Have a valid drivers license

20. An applicant may be rejected for a job during an interview because of:

    a. Displaying confidence and poise
    b. Failure to express himself/herself clearly
    c. An outstanding work record
    d. Cleanliness and neat personal appearance

Rev. 9-79
JDS

APPENDIX C

Survey of Job Fair Interviewers

Job Development Service
Cleveland Public Schools

Your reactions from today's Job Center will be of interest to us in improving our service to non-college bound High School graduates who want full-time jobs.

1. When you talked with these students, generally speaking, did they communicate well with you?

   Eighty seven percent answered positive. Thirteen negative.

   If "No", please tell us "why"____________________

2. How did they look as far as appearance is concerned? Do we need to do more about personal hygiene and job seeking appearance?

   All answered students appearance was satisfactory.

3. What percentage of the students interviewed has a saleable skill?______

   Roughly sixty percent.

4. What are the entry-level job prospects at your Company for the next 12 months? Please check only one item.

   20% Same as last year

   12% Better than last year

   68% Poorer than last year

5. Do you feel that out Job Centers are beneficial to you?______

   Eighty three percent answered positively.

6. We are most appreciate of your efforts, how can we improve ours?______

KINDERGARTEN REINFORCEMENT PROJECT

Prepared by

Reba Garvey
Project Evaluator

Typed by
Caryl Hissam

Margaret Fleming
Deputy Superintendent

1980-1981

KINDERGARTEN REINFORCEMENT

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

This project is designed to promote optimal development of disadvantaged children's basic learning skills relevant to successful subsequent school experiences, by providing the (general fund) kindergarten teachers with supplementary instructional materials, extensive differentiated inservice, aides to provide additional reinforcement for "targeted" children, and supportive-staff assistance. Improvement of cognitive functioning--especially language facility--is emphasized. Active involvement of parents, especially as volunteers in the classroom and home-reinforcers of learning, is promoted.

SERVICE SUMMARY

Pupils Served: 6,054 **Grades Served:** K **Years in Operation:** 14

Schools: 84 public
(See Appendix A.)

Staffing:
1 Project Manager, FT
5 Coordinators, PT
1 Reading Specialist, PT
5 Social Workers, 4 FT, 1 PT
6 Teacher Consultants, 4 FT, 2 PT
82 Educational Aides, FT
2 Clerks, FT

Total DPPF Expenditures: $1,407,403* **Per Pupil Cost:** $232*

SUMMARY OF FINDINGS

Despite budgetary and staff reductions, as well as a delay of approximately one month in the opening of the school year, all project activities were carried out as proposed. Each child was carefully observed in the classroom; appropriate individual/small-group instruction was implemented--with the help of an aide, as available, and adult volunteers. Inservice was provided for staff, as proposed, with the typical teacher receiving on-site inservice from a consultant approximately monthly.

Development of children's language facility was emphasized. Teachers reported pupils' mastery of 13 language skills in the fall and again in the spring. Almost half had mastered all 13 by May; about three-fourths had mastered ten or more.

Supportive services were initiated/followed through for children evidencing special learning/adjustment problems. Project staff worked in close cooperation with regular and other special school programs. Also, frequent use was made of a wide variety of community agencies and resources.

Parent involvement with their children's education was promoted extensively. Special programs were planned with and for parents.

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* Expenditures are estimates based on the latest revised budget.

OBJECTIVES AND OUTCOMES

- Objective 1: The individual progress of each child in areas of psychomotor, language, cognitive and social-emotional development will be emphasized and recorded.

  - Outcome: Project documents and interviews with teacher consultants indicated that this objective was being attained during 1980-1981.

    - Inservice sessions (total and small-group) and "hand-out packets" --prepared under the supervision of the Coordinator for Curriculum, along with the Reading Specialist and other project "central staff"--continuously emphasized importance of--and provided tools for--teachers' maintaining up-to-date records of individual children's progress in all areas noted in this objective.

    - The kindergarten report card utilized system-wide (See Appendix B.) required the teachers periodically to assess each child's progress in social/personal/work habits in addition to reading/mathematics readiness skills (including psychomotor, as well as strictly cognitive, areas).

    - Providing data pertinent to Objective 6 (growth in language development) required teachers to submit for the evaluator in the fall and the spring the status of each pupil in relation to each of 13 language skills (Macmillan, Level 2). The report form included as Appendix C was used.

    - As teacher consultants observed in project classrooms and provided on-site inservice for teachers and aides, they utilized a locally developed Classroom Observation Checklist, one section of which pertains to "evidence of continuous assessment of children." (See Appendix D.) Having used this Checklist on at least one occasion in most (85.6%) project classrooms, the consultant teachers indicated that most teachers and assistants were maintaining satisfactory records, especially on "targeted" children (e.g., those evidencing special weakness in any of the language skills mentioned just above).

    - Kindergarten teachers from 31 schools had one or more children receiving supplementary (half-day) service through PAP (Title I Pupil Adjustment Project) Adjustment Centers. These Kindergarten Reinforcement teachers had to maintain detailed up-to-date records in order to provide input for the Individualized Prescriptive Plan developed for each child with the PAP teacher and other members of the instructional/supportive services team.

    - Social workers contributed directly to the assessment of progress of many children. They logged 2,820 observations of children in classrooms, 4,110 contacts with teachers and 3,770 with other school/project staff about "referred" children. They reported a duplicated total of 1,645 "family contacts" by mid-June. The social workers, in collaboration with supportive staff in other disciplines, provided instructional staff with information essential to accurate identification of individual children's needs.

- Objective 2: Curriculum and instruction will be adapted to identified needs of individual children and groups.

  - Outcome: Project documents and interviews with project "central staff" indicated that this objective was being attained.

    - Total- and small-group staff-development sessions and "hand-out packets" (mentioned above, in relation to Objective 1) continuously emphasized the importance of, and techniques for, meeting individual children's needs (identified through recorded observations and team effort).

    - Teachers arranged classrooms in learning centers and maintained "center sheets" indicating which children needed what instruction at each center. Teacher assitants maintained logs of work with "targeted" children.

    - As teacher consultants visited project classrooms utilizing the Classroom Observation Checklist (as mentioned above), they inspected centers for appropriate programming of instruction and center sheets, and they looked for "evidence of current daily plans with stated goals and objectives for targeted children." The teacher consultants reported that most teachers were effectively adapting curriculum/instruction to children's needs.

    - In order better to meet the needs of project children whose primary language is not English, Kindergarten Reinforcement staff:

      - completed the Language Survey, as prescribed for Lau compliance;

      - made available to teachers a Spanish translation of the Macmillan (Level 2) Language Assessment and obtained services of a "traveling" bilingual aide, as needed;

      - worked with the bilingual/Lau personnel and programs;

      - assigned a Spanish-speaking teacher to one project classroom and Spanish-speaking aides to six others, where the need was greatest.

- Objective 3: Active involvement of parents in the total education of their children will be promoted.

  - Outcome: Project documents and records clearly showed that this objective was attained during 1980-1981.

    - Kindergarten Reinforcement teachers and their building principals were reminded by memorandum in September, 1980 of the parent-participation expectations:

      - parent volunteering in the classroom;

. Objective 3 - (continued)

- teacher scheduling of four "special" classroom visitations followed by parent meetings;

- parent-representative participation in cluster and citywide parent meetings.

The Coordinator of Field Services provided forms for teachers to file the date of each of their four classroom visitations and to submit monthly reports of participation by (name of) parent. (See Appendix E.) At the Early Childhood Education office, a participation record card was maintained for each parent of a Kindergarten Reinforcement child. (See Appendix F.)

. By June 3, 1981, records maintained by the Coordinator and the consultant teacher assisting with Field Services indicated that 1,306 Kindergarten Reinforcement parents had logged 26,178 hours of volunteer time in project classrooms, an average of approximately 20 hours per volunteer.

. Three issues of "The Bridge" (newsletter for parents of children in Early Childhood Education programs) were sent home with pupils--in January, March and June, 1981. Through words and pictures, parents were informed about matters such as: volunteering in the classroom; parent meetings--past and forthcoming; services provided by community agencies (TOT-LINE, TEL-MED, Parenting Center at neighborhood branch of public library, etc.); promotion of children's learning through play, visits to parks, trips to museums; etc. (See Appendix G.)

. Under the supervision of Directing Supervisor for Early Childhood Education, Kindergarten Reinforcement Project Manager, the Coordinator of Field Services, and her consultant teacher--along with the Coordinator of Health Services, the Reading Specialist and other Early Childhood "central staff"--implemented a series of citywide programs for Early Childhood parents.

- On November 13, 1980, 127 Early Childhood parents (91 with children in Kindergarten Reinforcement) representing 53 schools met to learn about the projects and to plan parent programs for the year.

- On January 29, 1981 Kindergarten Reinforcement parents (N = 58) participated in an Early Childhood citywide program, "What [Cuyahoga County] Cooperative Extension Offers."

- With Family Health Association personnel serving as discussion leaders, a total of 71 Kindergarten Reinforcement parents discussed "Discipline: Love and Limits" at a workshop held in their cluster (elementary and secondary schools grouped for desegregation) during February, 1981. Seven such workshops were held, one in each cluster.

- Objective 3 - (continued)

  - On April 8, 1981 Miss Earnestine Simmons, Head of Children's Services, East Cleveland Public Library, was featured at the fifth annual Early Childhood parent reading readiness workshop held at the (Main) Cleveland Public Library. Thirty-one project parents were among those learning "How to Help Your Child Bloom"

  - In May, 1981 two workshops for parents, at schools, were held by the Cuyahoga County Cooperative Extension Service, with 32 Kindergarten Reinforcement parents learning more about feeding their families.

  - Through funding from the George Gund Foundation and under the direction of the Curriculum Coordinator, 14 schools participated in a special program for parents of Kindergarten Reinforcement and first-grade children. The goal was to help parents become full partners in the education of their young children, through involvement with the Bowdoin (method) series of ten workshops, (utilizing films, tapes, discussions, lending-library materials, etc.).

  - Parents were encouraged to borrow from one of two Sharing Centers (at schools) materials for use with their children for home reinforcement of school learning. The Sharing Center located at a west-side school made available materials in Spanish as well as English.

- Objective 4: Differentiated inservice will be provided for [instructional and supportive] staff to improve skills in observing, recording, evaluating and prescribing for children.

  - Outcome: Project records/documents and interviews with staff clearly indicated that this objective was attained.

  Verification of staff-development emphasis on observing, recording evaluating and prescribing for children has been referenced earlier in relation to Objectives 1 and 2. Moreover, this was confirmed in interviews with the Project Manager and the Coordinator for Curriculum, who had special responsibility for inservice materials and activities.

  That inservice was differentiated was documented in many ways, some of which are listed below.

  - All project staff and the (general fund) school nurses were included in the September 17-19 orientation inservice sessions. All project educational aides participated in a special inservice workshop on November 19 (or December 10, for "make-up"), where they received training in providing reinforcement for individual children/small groups, optimal utilization of learning centers, etc. Teachers were involved in a Multicultural Workshop (dealing with Early Childhood's

- Objective 4 - (continued)

  role in bilingual education) on February 12 and in "Making Readiness Tangible" (focusing on specific skills preschool children are to learn) on April 1 or 2.

  - Teachers and aides involved in special situations were provided further, more specialized inservice.

    - Classroom staff in the two schools involved with the "Concrete Math" pilot project were oriented to the purpose of that project and received special training in use of the procedures/materials involved.

    - As noted earlier, Kindergarten Reinforcement teachers with children served also by PAP Adjustment Center teachers met for a joint inservice session in November. The KR teachers shared in the PAP team meetings in February and May.

    - Special inservice training was provided for bilingual aides on September 26 and March 27.

    - For teachers for whom guided observation in another project classroom was deemed advisable, arrangements for such visitations were made--*e.g.*, on January 29 seven teachers, with a consultant teacher, spent a day visiting Kindergarten Reinforcement sessions at another school.

  - Social workers met on several occasions with their Coordinator for inservice, which on November 12 included speech therapists and on November 21 focused on psychological services.

  - Teacher consultants met with the Curriculum Coordinator and other Early Childhood "central staff" on October 17 for orientation/organization. The consultants met with the Curriculum Coordinator once or twice a month to share instructional concerns and identify inservice needs. On November 25, the Project Manager, Curriculum Coordinator and teacher consultants met with the elementary reading supervisor and a consultant from Bank Street College; on May 27, they participated in a special mathematics workshop with the elementary supervisor in that discipline.

  - Teacher consultants and the Reading Specialist provided for classroom teachers and aides the most highly differentiated--*i.e.*, individualized--inservice, on-site. Consultants visited each Kindergarten Reinforcement classroom from 3 to 28 times during 1980-1981. The median number of visits per classroom was nine. The Reading Consultant visited approximately one-third of the project classrooms, one as often as nine times but most frequently just once.

- Objective 4 - (continued)

  - Teacher consultants and the Reading Consultant inserviced each other by "previewing" small-group inservice sessions planned for teachers.

- Objective 5: Materials and procedures will be specified to facilitate continuity, children's smooth programmatic progression.

  - Outcome: Project records and documents indicated that this objective was being achieved.

    Documentation/quantification of all Kindergarten Reinforcement efforts to facilitate continuity in each child's schooling remained an impossible task, since much was accomplished through informal contacts between the KR teacher and the child's other teacher(s)--Child Development, PAP Adjustment Center, Grade 1, etc.--as well as project/school supportive staff and families. More formal procedures included the following.

    - Macmillan reading readiness materials, including the Level 2 pre-post assessment of mastery of 13 language skills, were adopted to facilitate children's phasing into the system's (Macmillan) basal reading program in first grade.

    - The project office made special arrangements for class coverage for Kindergarten Reinforcement teachers with children attending PAP Adjustment Centers, so that they could participate fully in team meetings (February, May) relevant to plans for those children's continuous progress.

    - Kindergarten Reinforcement was represented on the Early Childhood Education Bilingual Committee, who worked with Lau/Bilingual personnel and Early Childhood bilingual aides, to promote smooth programmatic progression for children with a primary language other than English.

    - Kindergarten Reinforcement parents in 14 schools participating in the Bowdoin program--along with parents of first-graders--were prepared to facilitate their children's transition from kindergarten to first grade.

- Objective 6: From mid-October through mid-May, a projectwide sample of children will demonstrate a significant ($p < .05$) increase in the number of language development skills [mastered].

  - Outcome: This objective was attained, at a level of significance exceeding that proposed.

    In the fall, all teachers were requested to submit to the evaluator class lists showing which of 13 language skills (Macmillan, Level 2) had already been mastered by each child. These 13 skills were deemed most essential to children's success in the first-grade basal (Macmillan) reading program. (See Appendix C.) A projectwide random

- Objective 6 - (continued)

  sample of approximately 400 pupils was selected. In May, the teachers submitted up-dated class lists, from which "post-scores" (number of skills mastered) were available for 350 children.

  Data were analyzed for this sample of 350 pupils for whom both pre- and post-scores were recorded. In the fall, the average (mean) number of the 13 skills mastered was 5.1; by May, 10.6 was the average number mastered. The analysis yielded t = 30.31, indicating that the mean gain was highly ($p < .001$) significant. Almost half (45.4%) of these pupils had mastered all 13 skills by May; 73.4% had mastered ten or more.

- Objective 7: Seventy-five per cent of the teachers and classroom aides participating in projectwide inservice will rate the value of these workshops six or higher, on a ten-point scale.

  - Outcome: Because workshop participants this year used a four-point rather than a ten-point scale, it was not possible accurately to assess attainment of this objective, as stated. Available data, however, did indicate its attainment.

    Reactions sheets developed at the project office were completed following inservice sessions. (See Appendix H for a sample copy of the form usually used.) On the four-point scale: 1 = Excellent, 2 = Good, 3 = Fair and 4 = Poor. Relevant to "overall inservice evaluation" of three workshops (September, 1980; February/April, 1981), 334 reaction sheets were completed by teachers and aides. The majority (55.7%) gave overall ratings of "excellent," and additional 40.4% marked "good." This 96.1% rating inservice "1" or "2" (approximately equivalent to six or higher on a ten-point scale") indicated that this objective was, in fact, attained--even exceeded.

ADDITIONAL FINDINGS

- In keeping with the philosophy of Early Childhood Education, Kindergarten Reinforcement staff continued to be concerned with the total development of the individual child. As suggested in relation to outcomes for Objectives 1 and 2, supportive services were initiated and/or followed through for children demonstrating special needs. The medical/dental coordinators provided health education for children and families, as well as other health services--through identification, referral and follow-up, in coordination with school and community health resources.

- The part-time Dental Education Coordinator taught 54 dental health lessons in Kindergarten Reinforcement classes and distributed 720 toothbrushes. Approximately 1,650 children were screened for dental problems; 335 were referred for treatment.

- The part-time Health/Nursing Coordinator logged 33 contacts with eight health/medical community agencies. Although Kindergarten Reinforcement children received service mainly through their regular (general fund) school nurses, the Coordinator provided direct service to 25 children and logged 38 family contacts by telephone and home visit, as well as parent conference at school. She reported, also, approximately five consultations per week with school nurses and about four with teachers/principals about project children with special health concerns.

- Kindergarten Reinforcement staff made even more extensive use of community agencies/resources than has been specified above (passim). The Project Manager's periodic reports indicated that staff had contact(s) with at least 37 associations/institutions, including 19 focusing on health (physical, mental, dental)--clinics, hospitals, university medical/dental schools, etc.

- For their own professional development and for strengthening inservice for all project personnel, "central staff" (Project Manager, Coordinators, Reading Specialist, Social Workers, Teacher Consultants) were represented at local, state and national professional meetings/organizations such as:

  - Federation for Community Planning (Cleveland);
  - Metropolitan Health Planning Corporation (Cleveland);
  - U.S. Department of Health and Human Services "Volunteer Forecast" (Cleveland, 10/20/80);
  - National Association of (School) Social Workers (Cleveland Chapter; Washington, D.C., 5/7-9/81);
  - Ohio State Department of Education Urban Education Conference (Akron, 4/20/81);
  - National Association for the Education of Young Children (San Francisco, Calif., 11/20-23/80).

  Kindergarten Reinforcement staff participated also in system-wide staff development programs, including:

  - Compensatory Education Programs project managers' meetings;
  - Classroom Management inservice series;
  - Cleveland Council of Administrators and Supervisors: Time/Activity Management Workshop;
  - (Desegregation) Educational Services workshops.

- To optimize delivery of appropriate services to children, Kindergarten Reinforcement staff engaged in cooperative efforts with many other projects/programs. They worked closely with all Early Childhood programs (Child Development; Pupil Adjustment Project) and first grade, as well as other special programs: Reading Improvement, Learning

ADDITIONAL FINDINGS - (continued)

Disabilities, English-as-a-Second Language, Lau Compliance, Family Life and Health, Improvement of School-Community Skills and Relationships, Parent Liaison Services, Bilingual, Production Workshop, Adult Education, Pilot Projects.

- Under the direction of the Early Childhood Education Dental Education Coordinator, the DPPF Concrete Math Pilot Project was implemented in Kindergarten Reinforcement classes at two schools. The materials/techniques developed through this pilot project provided for these teachers another effective means for adaptation of curriculum/instruction to individual pupils' needs.

  Moreover, parents involvement was an important component of this project. "Parents Can Give a Child a Feel for Math," a bound booklet of laminated pages of ways parents can help their children acquire mathematics concepts, was produced and utilized.

CONCLUSIONS

In her January 5, 1981 report to the Directing Supervisor of Compensatory Education Programs, the Project Manager "said it best": *As fewer persons are expected to accomplish what more persons have done in the past (plus increased responsibilities),...more intensive coordination and cooperation among all staff members [is essential]. ...Each has a part to play as we help others, who can help others, who in turn can help others [and so on].*

During 1980-1981--which most would agree was "a very challenging year"--Kindergarten Reinforcement staff proceeded toward attainment of all seven objectives. The children's mastery of language skills essential to readiness to read stood them in good stead for progressing successfully through the basal reading program in first grade. In end-of-year-comments to the Project Manager, aides commented on the children's growth from shy, fearful, inattentive "babies" into more task-oriented and confident "winners"--ready to go on with, and succeed in, learning through schooling.

On the basis of the preceding, and conferences with the Project Manager and other project "central staff," three recommendations seem appropriate.

- Project staff should continue to work closely with the evaluator to minimize duplication in record-keeping required for various purposes in addition to evaluation.

- Process objectives for 1981-1982 should be restated in more "measurable" terms to clarify/simplify documentation of project accountability.

- Use of Metropolitan Readiness Tests, Level I as the pre-test for assessing children's cognitive growth--to be compared with results of MRT, Level II administered citywide in May as the post-test--should be piloted.

APPENDIX A

KINDERGARTEN REINFORCEMENT

Schools Served: 1980-1981

Alfred A. Benesch
Almira
Andrew J. Rickoff
Anthony Wayne
Anton Grdina

Artemus Ward
Benjamin Franklin
Bolton
Brooklawn
Buckeye-Woodland

Buhrer
Captain Arthur Roth
Case
Charles Dickens
Charles H. Lake

Charles Orr
Chesterfield
Clark
Corlett
Cranwood

Daniel E. Morgan
Denison
Dike
Douglas MacArthur
East Clark

East Madison
Emile B. DeSauze
Euclid Park
Forest Hill Parkway
Fullerton

Garfield
George W. Carver
Giddings
Gordon
Gracemount

Halle
Harvey Rice
Hazeldell
Henry W. Longfellow
Iowa-Maple

John W. Raper
Joseph F. Landis
Kenneth W. Clement
Kentucky
Louis Agassiz

Louis Pasteur
Margaret A. Ireland
Marion C. Seltzer
Marion-Sterling
Mary B. Martin

Mary McLeod Bethune
McKinley
Memphis
Miles
Miles Park

Miles Standish
Milford
Moses Cleaveland
Mound
Mount Auburn

Mount Pleasant
Nathaniel Hawthorne
Oliver Hazard Perry
Orchard
Paul L. Dunbar

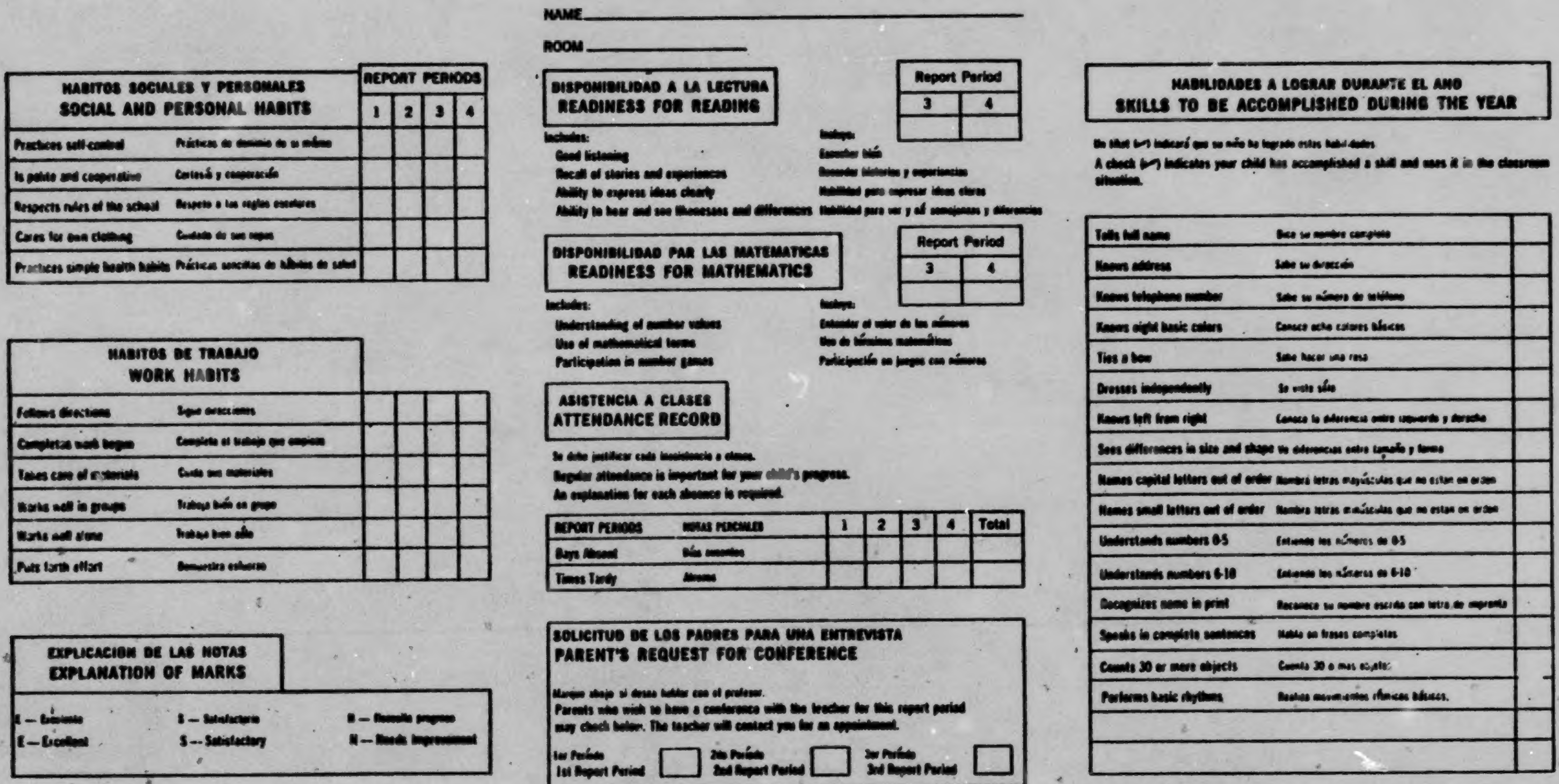
Paul Revere
Riverside
Robert Fulton
Robert G. Jones
Scranton

Stephen E. Howe
Tremont
Union
Valley View
Verda Brobst

Wade Park
Walton
Warner
Watterson-Lake
Waverly

William C. Bryant
William R. Harper
Willow
Woodland Hills

APPENDIX B



NAME ____________________

ROOM ____________________

HABITOS SOCIALES Y PERSONALES
SOCIAL AND PERSONAL HABITS

		REPORT PERIODS			
		1	2	3	4
Practices self-control	Prácticas de dominio de sí mismo				
Is polite and cooperative	Cortesía y cooperación				
Respects rules of the school	Respeto a las reglas escolares				
Cares for own clothing	Cuidado de sus ropas				
Practices simple health habits	Prácticas sencillas de hábitos de salud				

HABITOS DE TRABAJO
WORK HABITS

Follows directions	Sigue direcciones				
Completes work begun	Completa el trabajo que empieza				
Takes care of materials	Cuida sus materiales				
Works well in groups	Trabaja bién en grupo				
Works well alone	Trabaja bien sólo				
Puts forth effort	Demuestra esfuerzo				

EXPLICACION DE LAS NOTAS
EXPLANATION OF MARKS

E — Excelente	S — Satisfactorio	N — Necesita progreso
E — Excellent	S — Satisfactory	N — Needs Improvement

DISPONIBILIDAD A LA LECTURA
READINESS FOR READING

Report Period	
3	4

Includes:	Incluye:
Good listening	Escuchar bién
Recall of stories and experiences	Recordar historias y experiencias
Ability to express ideas clearly	Habilidad para expresar ideas claras
Ability to hear and see likenesses and differences	Habilidad para ver y oír semejanzas y diferencias

DISPONIBILIDAD PAR LAS MATEMATICAS
READINESS FOR MATHEMATICS

Report Period	
3	4

Includes:	Incluye:
Understanding of number values	Entender el valor de los números
Use of mathematical terms	Uso de términos matemáticos
Participation in number games	Participación en juegos con números

ASISTENCIA A CLASES
ATTENDANCE RECORD

Se debe justificar cada inasistencia a clases.

Regular attendance is important for your child's progress.

An explanation for each absence is required.

REPORT PERIODS	NOTAS PERCIALES	1	2	3	4	Total
Days Absent	Días ausentes					
Times Tardy	Atrasos					

SOLICITUD DE LOS PADRES PARA UNA ENTREVISTA
PARENT'S REQUEST FOR CONFERENCE

Marque abajo si desea hablar con el profesor.

Parents who wish to have a conference with the teacher for this report period may check below. The teacher will contact you for an appointment.

1er Período 1st Report Period ☐ 2do Período 2nd Report Period ☐ 3er Período 3rd Report Period ☐

HABILIDADES A LOGRAR DURANTE EL AÑO
SKILLS TO BE ACCOMPLISHED DURING THE YEAR

Un tilde (✓) indicará que su niño ha logrado estas habilidades

A check (✓) indicates your child has accomplished a skill and uses it in the classroom situation.

Tells full name	Dice su nombre completo	
Knows address	Sabe su dirección	
Knows telephone number	Sabe su número de teléfono	
Knows eight basic colors	Conoce ocho colores básicos	
Ties a bow	Sabe hacer una rosa	
Dresses independently	Se viste sólo	
Knows left from right	Conoce la diferencia entre izquierda y derecha	
Sees differences in size and shape	Ve diferencias entre tamaño y forma	
Names capital letters out of order	Nombra letras mayúsculas que no estan en orden	
Names small letters out of order	Nombra letras minúsculas que no estan en orden	
Understands numbers 0-5	Entiende los números de 0-5	
Understands numbers 6-10	Entiende los números de 6-10	
Recognizes name in print	Reconoce su nombre escrito con letra de imprenta	
Speaks in complete sentences	Habla en frases completas	
Counts 30 or more objects	Cuenta 30 o mas objetos	
Performs basic rhythms	Realiza movimientos rítmicos básicos.	

APPENDIX C

CLASS EVALUATION RECORD

MACMILLAN
LEVEL 2

SCHOOL ____________

TEACHER ____________

	1. Using basic sentence transformations	2. Using parts of speech	3. Telling story with beginning, middle, and end	4. Relating picture of concept to its opposite	5. Describing cause and effect	6. Distinguishing between letter, word, and sentence	7. Printing name	8. Printing letters Aa-Zz	9. Naming two classifications for an object	10. Completing oral statement with spoken word	11. Matching words	12. Recognizing objects that have same beginning sound	13. Recognizing words that rhyme
NAME													
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
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23.													

APPENDIX D

Cleveland Public Schools
Division of Early Childhood Education

OBSERVATION CHECKLIST

Teacher ______________________________ Date ____________________

School ______________________________ Room ____________________

Observer ______________________________ Session: A.M.___ P.M. ___

Circle: CD KR

I. ENVIRONMENT

A. PHYSICAL

☐ Effective use of physical plant

☐ Centers established, labeled and well organized (list those in use)

☐ Safety precautions taken

Observation Checklist (continued)

A. PHYSICAL (continued)

☐ Art Center near water if possible

☐ Block Center coded (according to size and shape of blocks)

☐ Listening Center with appropriate audio-visual equipment

☐ Creative work (children's) attractively displayed

☐ Number and alphabet charts placed in appropriate centers at children's eye level

APPENDIX D (continued)

A. PHYSICAL (continued)

☐ Learning environment seems flexible and under control

☐ The noise level seems appropriate for the activities in progress

RECOMMENDATIONS

B. MATERIALS

☐ Children obtain, set-up and put materials away appropriately

B. MATERIALS (continued)

☐ Children are using materials appropriately

Materials are appropriately programmed for centers that will:

- ☐ develop both fine/gross motor skills
- ☐ encourage creativity
  art, blocks, sand/water
- ☐ respond to various developmental levels

☐ Effective organization of materials by the teacher

- ☐ appropriate containers
- ☐ controls
- ☐ complete sets

B. MATERIALS (continued)

RECOMMENDATIONS

II. CURRICULUM IMPLEMENTATION

A. RECORDS/TO BE DISCUSSED AND SHARED

☐ . Evidence of continuous assessment of children
. centers programmed
. center sheets
. individual instruction

RECOMMENDATIONS

Observation Checklist (continued)

B. PLANNING

☐ Evidence of current daily plans with stated goals and objectives for targeted children

☐ Evidence of designated responsibilities for:

☐ teacher assistant

☐ volunteers

RECOMMENDATIONS

C. SCHEDULING

_____ Minutes in self-selected and individual instructional activities

_____ Minutes in small group, teacher initiated activity Lotto, Peabody, Macmillan, etc.

_____ Minutes in total group

RECOMMENDATIONS

Observation Checklist (continued)

D. INSTRUCTIONAL ACTIVITIES

☐ Discussion Center - (sharing ideas, demonstrations and evaluation sessions)

☐ Library - (browsing and reading and being read to)

☐ Language - (games and activities for developing language ability and reading readiness concepts)

☐ Math Center - (games and activities for independent and small group investigation of concepts)

☐ Science Center - (sensory experiences and the discovery of the world and nature)

APPENDIX D (continued)

D. INSTRUCTIONAL ACTIVITIES (continued)

☐ Special Concept Area - (multi-sensory materials displayed which relates specifically to the concept in focus)

☐ Manipulative Center - (learning through exploration and experimentation)

☐ Block Center - (sensory and motor stimuli through physical activity and imatinative expression)

☐ Art Center - (self-expression with an assortment of materials)

☐ Housekeeping - (self-expression and dramatization)

Observation Checklist (continued)

E. INDIVIDUAL - SMALL GROUP

☐ Small group and individual children are permitted to operate in learning centers for long periods of uninterrupted time

☐ Children's activities are adapted to meet their individual needs and attention spans

☐ Adults circulate among children instructing them, asking questions and giving individual attention

Children receive individual instruction from:

☐ teacher

☐ teacher assistant

☐ another adult

E. INDIVIDUAL - SMALL GROUP (continued)

Children receive small group instruction from:

☐ teacher

☐ teacher assistant

☐ another adult

☐ Children receive instruction in language development (Lotto, Peabody, LEIEC, Macmillan)

☐ Children are encouraged to solve problems

☐ Children move around the room as appropriate to activities in progress

Observation Checklist (continued)

E. INDIVIDUAL - SMALL GROUP (continued)

RECOMMENDATIONS

F. TOTAL GROUP

☐ Activity stimulated interest of all or most of the group

☐ Alternative quiet activities are provided for those children not able to cope

☐ Adults are participating in the activities

APPENDIX D (continued)

F. TOTAL GROUP (continued)

Total group activity is composed of:

RECOMMENDATIONS

III. HUMAN RELATIONS - GUIDANCE

☐ Adults appear to work well together

☐ Adults use well modulated voices in the classroom

III. HUMAN RELATIONS - GUIDANCE (continued)

☐ Adults deal with "appropriate behavior" quietly and personally

☐ Adults operational style is in keeping with the philosophy of the Division of Early Childhood

☐ Children help each other

☐ Children respond to classroom limits

APPENDIX E

MONTHLY REPORT FOR PARENT PARTICIPATION

CLEVELAND PUBLIC SCHOOLS
DIVISION OF EARLY CHILDHOOD EDUCATION

MONTHLY REPORT From ________ to ________

SCHOOL ______________________ TEACHER ______________________ ROOM __________

				Number of times Volunteered				Number of Conferences		
Name of Parents/Volunteers	Parent	Grandparent	Other	Classroom	Field Trip	Visitation and Parent Meeting	Special parent meeting	School	Phone	Home
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
Total (over)										

(REVERSE SIDE)

HOW CAN CENTRAL STAFF HELP YOU?

WHAT PARENT PARTICIPATION HAS BEEN MOST SUCCESSFUL FOR YOU?

COMMENTS AND SUGGESTIONS FOR AREA OR CITY-WIDE PARENT MEETINGS FROM YOU AND YOUR PARENTS:

YOUR IDEAS OR SUGGESTIONS FOR "THE BRIDGE"

THE PARENTS LISTED BELOW REPRESENTED US AT ________________________

I REPRESENTED THE DIVISION AT ___________________________

APPENDIX F

Division of Early Childhood **PARENT SUPPORT** **Cleveland Public Schools**

NAME:

ADDRESS: ZIP CODE:

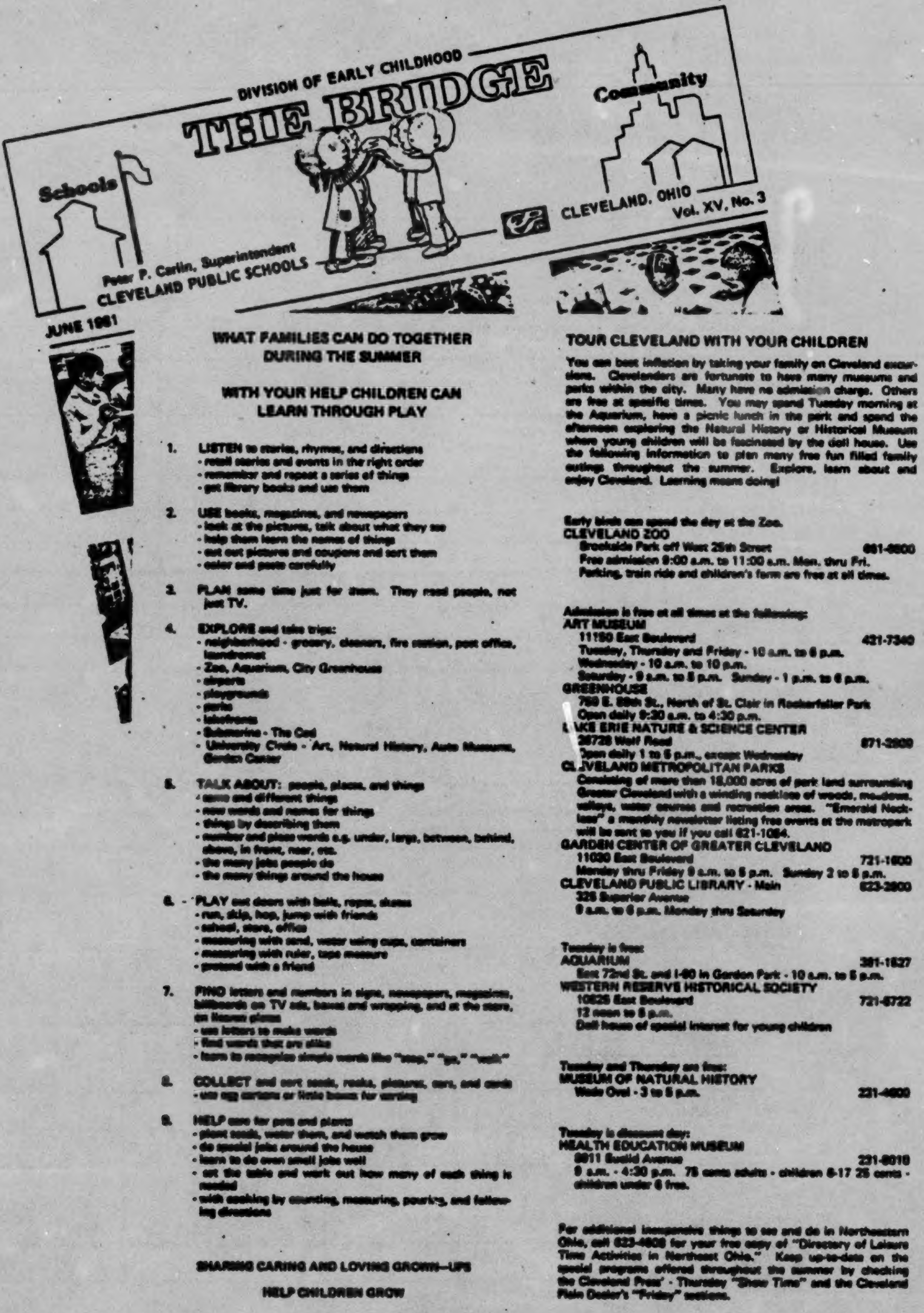
TELEPHONE NUMBER:

Program Enrolled in	Child's Name	Child's School	Child's Teacher
CHILD DEVELOPMENT			
KINDERGARTEN REINFORCEMENT			
PUPIL ADJUSTMENT			

(REVERSE SIDE)

PARENT'S NAME CHILD'S NAME SCHOOL

Activity	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
CITY WIDE MEETING										
CLUSTER MEETING										
LOCAL SCHOOL:										
Volunteer Class										
Volunteer Trip										
Class Visit										
Sp. Parent Mtg.										
Conference										
P.A.C.:										
City Wide										
Local School										



DIVISION OF EARLY CHILDHOOD

THE BRIDGE

Schools

Community

Peter P. Carlin, Superintendent
CLEVELAND PUBLIC SCHOOLS

CLEVELAND, OHIO
Vol. XV, No. 3

JUNE 1981

WHAT FAMILIES CAN DO TOGETHER DURING THE SUMMER

WITH YOUR HELP CHILDREN CAN LEARN THROUGH PLAY

1. **LISTEN** to stories, rhymes, and directions
   - retell stories and events in the right order
   - remember and repeat a series of things
   - get library books and use them
2. **USE** books, magazines, and newspapers
   - look at the pictures, talk about what they see
   - help them learn the names of things
   - cut out pictures and coupons and sort them
   - color and paste carefully
3. **PLAN** some time just for them. They need people, not just TV.
4. **EXPLORE** and take trips:
   - neighborhood - grocery, cleaners, fire station, post office, laundromat
   - Zoo, Aquarium, City Greenhouse
   - airports
   - playgrounds
   - parks
   - lakefronts
   - Submarine - The Cod
   - University Circle - Art, Natural History, Auto Museums, Garden Center
5. **TALK ABOUT:** people, places, and things
   - same and different things
   - new words and names for things
   - things by describing them
   - number and place words e.g. under, large, between, behind, above, in front, near, etc.
   - the many jobs people do
   - the many things around the house
6. **PLAY** out doors with balls, ropes, skates
   - run, skip, hop, jump with friends
   - school, store, office
   - measuring with sand, water using cups, containers
   - measuring with ruler, tape measure
   - pretend with a friend
7. **FIND** letters and numbers in signs, newspapers, magazines, billboards on TV ads, boxes and wrapping, and at the store, on license plates
   - use letters to make words
   - find words that are alike
   - learn to recognize simple words like "stop," "go," "walk"
8. **COLLECT** and sort seeds, rocks, pictures, cars, and cards
   - use egg cartons or little boxes for sorting
9. **HELP** care for pets and plants
   - plant seeds, water them, and watch them grow
   - do special jobs around the house
   - learn to do even small jobs well
   - set the table and work out how many of each thing is needed
   - with cooking by counting, measuring, pouring, and following directions

SHARING CARING AND LOVING GROWN—UPS

HELP CHILDREN GROW

TOUR CLEVELAND WITH YOUR CHILDREN

You can beat inflation by taking your family on Cleveland excursions. Clevelanders are fortunate to have many museums and parks within the city. Many have no admission charge. Others are free at specific times. You may spend Tuesday morning at the Aquarium, have a picnic lunch in the park and spend the afternoon exploring the Natural History or Historical Museum where young children will be fascinated by the doll house. Use the following information to plan many free fun filled family outings throughout the summer. Explore, learn about and enjoy Cleveland. Learning means doing!

Early birds can spend the day at the Zoo.

CLEVELAND ZOO
Brookside Park off West 25th Street 661-6500
Free admission 9:00 a.m. to 11:00 a.m. Mon. thru Fri.
Parking, train ride and children's farm are free at all times.

Admission is free at all times at the following:

ART MUSEUM
11150 East Boulevard 421-7340
Tuesday, Thursday and Friday - 10 a.m. to 6 p.m.
Wednesday - 10 a.m. to 10 p.m.
Saturday - 9 a.m. to 5 p.m. Sunday - 1 p.m. to 6 p.m.

GREENHOUSE
750 E. 88th St., North of St. Clair in Rockefeller Park
Open daily 9:30 a.m. to 4:30 p.m.

LAKE ERIE NATURE & SCIENCE CENTER
28728 Wolf Road 871-2900
Open daily 1 to 5 p.m., except Wednesday

CLEVELAND METROPOLITAN PARKS
Consisting of more than 18,000 acres of park land surrounding Greater Cleveland with a winding necklace of woods, meadows, valleys, water courses and recreation areas. "Emerald Necklace" a monthly newsletter listing free events at the metropark will be sent to you if you call 621-1084.

GARDEN CENTER OF GREATER CLEVELAND
11030 East Boulevard 721-1600
Monday thru Friday 9 a.m. to 5 p.m. Sunday 2 to 5 p.m.

CLEVELAND PUBLIC LIBRARY - Main 623-2800
325 Superior Avenue
9 a.m. to 6 p.m. Monday thru Saturday

Tuesday is free:

AQUARIUM 381-1627
East 72nd St. and I-90 in Gordon Park - 10 a.m. to 5 p.m.

WESTERN RESERVE HISTORICAL SOCIETY
10825 East Boulevard 721-5722
12 noon to 5 p.m.
Doll house of special interest for young children

Tuesday and Thursday are free:

MUSEUM OF NATURAL HISTORY
Wade Oval - 3 to 5 p.m. 231-4600

Tuesday is discount day:

HEALTH EDUCATION MUSEUM
8911 Euclid Avenue 231-5010
9 a.m. - 4:30 p.m. 75 cents adults - children 6-17 25 cents - children under 6 free.

For additional inexpensive things to see and do in Northeastern Ohio, call 623-4808 for your free copy of "Directory of Leisure Time Activities in Northeast Ohio." Keep up-to-date on the special programs offered throughout the summer by checking the Cleveland Press' - Thursday "Show Time" and the Cleveland Plain Dealer's "Friday" sections.

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APPENDIX H

Cleveland Public Schools
DIVISION OF EARLY CHILDHOOD EDUCATION

C.D. ☐

K.R. ☐

P.A.P. ☐

IN-SERVICE FOR ______________________________ DATE __________

Check one: Teacher _____ Teacher Assistant _____ Social Worker _____

Parent _____ Other ____________________ (please state)

Session attended: A.M. ________ P.M. ________

FEEDBACK

Circle appropriate number as per following:

1=Excellent; 2=Good; 3=Fair; 4=Poor 5=Does not apply

1.	PRESENTATION	1	2	3	4	5
2.	DISCUSSIONS	1	2	3	4	5
3.	"TAKE-HOMES"	1	2	3	4	5
4.	DISPLAYS	1	2	3	4	5
5.	OVERALL IN-SERVICE EVALUATION	1	2	3	4	5

Did the in-service meet your needs? Yes ________ No ________

Why or why not?

Additional Comments and/or suggestions:

MOTIVATIONAL-CULTURAL EXPERIENCES

Prepared by

Michael G. Bailey
Project Evaluator

Typed by
Mary E. Logan

Margaret Fleming
Deputy Superintendent

1980-1981

MOTIVATIONAL-CULTURAL EXPERIENCES

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

This project promoted understanding important to the development of cultural appreciation and transformed traditional classroom activities into sensory experiences by acquainting inner-city pupils with cultural events and facilities and career opportunities in the Cleveland area. To this end, classes from many schools attended a variety of culturally oriented programs, were visited by cultural groups on occasion and visited several business sites. These contacts were augmented by classroom educational activities that occurred before and after. In addition, the Project Pride component attempted to improve any negative behaviors that pupils directed towards themselves, peers, school or community by continually and intensely presenting and developing such concepts as pride, respect, self-awareness, and self-concept. The Pride staff provided services to schools requesting assistance in these areas by consulting for or by organizing and conducting school-wide campaigns and/or small group processes and contributing wherever needed and appropriate.

SERVICE SUMMARY

Pupils Served: 36,520 Grades Served: K-12 Years in Operation: 5

Schools: 56 public Staffing: 1 Project Manager, FT
(see list in Appendix A) 1 Clerk, PT

(PROJECT PRIDE) 1 Project Manager, FT
1 Educational Aide, FT
1 Clerk, FT

* Total DPPF Expenditures: $114,351 * Per Pupil Cost: $3.13

SUMMARY OF FINDINGS

Many elementary, junior high and high school students participated in a variety of cultural experiences and activities. Most students attended sites where these events took place but some schools were visited by dance companies. Also, Junior high school students visited a number of industrial and business commerce sites to examine possible career opportunities. The cultural and career experiences were supported by and coincided with curriculum and educational activities. Project services were delivered as proposed.

Project Pride made its philosophy, staff, services and activities available to several elementary, junior high and high schools. These schools used Pride in varying degrees ranging from intense, comprehensive all school involvement, to involvement with one or two classes to involvement at such a low level that the schools only asked for advice on how to set up small groups. Pride operated as it proposed in that it was available, but this fact added a tentative quality to its services; it was at the mercy of the schools that it attempted to serve. Evaluation of the project was also affected in that the impact on any one school was difficult to discern.

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* Expenditures are estimates based on latest revised budget.

OBJECTIVES AND OUTCOMES

- Objective 1: Acquaint disadvantaged inner-city children with cultural events and facilities in the Cleveland metropolitan area by providing them with the opportunity to attend concerts, operas, and plays.

- Outcome: This objective was achieved as project records containing a student count show that 33,673 Cleveland Public School children from grades K through 12 participated in a variety of cultural activities. (See APPENDIX A for total elementary, junior high school and senior high school children participating in events). Table 1 below summarizes the activities attended, and the number of schools and students participating.

Table 1

Activity	Schools	Pupils Participating
Severance Hall Concerts	43 elementary schools	15,115
	5 junior high schools	507
	4 high schools	408
Cleveland Museum of Art	53 elementary schools	2,943
Jewish Community Center	17 elementary schools	4,480
Cleveland Historical Society	11 elementary schools	670
*Primaveria Dance Company	10 elementary schools	1,825
*Spanish Dance Gompany	17 elementary schools	3,853
*Fairmount Dance Company	9 junior high schools	1,780
Choral Festival	11 junior high schools	832
	7 senior high schools	315
Miscellaneous (Front Row Theatre-Aviation Museum)	2 elementary schools	95
Career Preparation Field Trips	3 junior high schools	600
	5 high schools	250
	Total	33,673

*Programs presented AT SCHOOL sites

- Objective 2: Provide cultural enrichment activities at Title I schools which complement and support the instructional program.

- Outcome: This objective was achieved in that 27 elementary schools and a total of 5,678 elementary pupils were visited by the Primaveria Dance Company from the Music School Settlement and the Spanish Dance Company from Fairmount Center; and 9 junior high schools with a total of 1,780 junior high pupils were visited by the Fairmount Dance Company of Fairmount Center. Before each event students were given orientaof Fairmount Center. Before each event, students were given orientation with follow-up lessons designed to enhance the cultural experience. All activities coincided with curriculum and educational activities. (See APPENDIX A for the composite total of elementary and junior high schools and their respective total student attendance for "At School" activities.)

- Objective 3: Give inner-city pupils an opportunity to interact with pupils from non-inner-city schools.

  - Outcome: This objective was partially achieved. Scheduling of inner-city pupils to attend cultural events was conducted in such a manner that non-inner-city pupils would be in attendance also at programs offered at other than on school sites. There was, however, little opportunity provided to interact with each other such as occurs when exchange programs between schools are planned and conducted on a one-to-one basis.

- Objective 4: Incorporate the precepts of the Project Pride to implement a system for improving attendance, punctuality and attitudes in 30 elementary schools on a volunteer basis between September 2, 1980 and June 30, 1981.

  - Outcome: This objective was partially achieved. By December, 1980, Project Pride staff had conducted initial meetings with staff and sometimes students of 12 elementary schools, 2 junior high schools and 2 senior high schools. These 16 schools were the ones that responded by inviting the Pride Project staff after the staff had contacted 24 elementary schools, 3 junior high schools and 3 high schools (total = 30) to advertise the Project.

  By December, 1980, the sixteen schools had been oriented to the direction and purpose of the Pride Project and each school had come to some agreement in identifying a particular area of behavior that they wanted to develop or alter in some way. In general, concepts were developed in order to change behavior. Concepts such as pride (pride in oneself or family or school or community); respect (for the same reasons); or self-awareness (in terms of a child being more aware of the consequences for their actions and taking full responsibility for same) were discussed at some length and in depth with the children in order to improve their grades or attendance or punctuality or maybe disruptive behavior. It was thought that self-concepts and attitudes toward self, peers, school, and community would also improve.

  The following schools had identified the corresponding "behaviors" or "concepts" with which they wanted to work during the school year:

SCHOOL	BEHAVIOR/CONCEPT
Elementary	
1. Anthony Wayne	Loud noise in lunchroom
2. Buckeye Woodland	Self-awareness
3. Buhrer	Self-awareness/self-worth
4. Cranwood	Respect
5. Dike	Self-awareness
6. Euclid Park	Punctuality
7. Forest HillParkway	Academic achievement/self-awareness
8. Louis Pasteur	Self-awareness/self-concept
9. Stephen Howe	Self-awareness
10. Tremont	Leadership
11. Wade Park	Respect
12. William C. Bryant	Lunchroom noise
Junior HIgh Schools	
13. Charles A. Mooney	Punctuality
14. Harry E. Davis	Attitude
High Schools	
15. Collinwood	Punctuality
16. East Tech	Punctuality/attendance

There were several reasons why Project Pride was not implemented in as many schools as proposed and why, therefore, this objective was not completely achieved. The objective was amended at a later date to accommodate 3 high schools and 3 junior high schools that had expressed an interest in the project. It was physically impossible for the Pride staff to adequately service 30, some widely scattered, elementary schools. Of the 30 schools that were contacted initially, 14 of them either did not buy the idea or did not have the time to devote to its development. Pride staff could operate in a school only at the express invitation and under the direction of the school staff. The level of Pride activity in a school was not, therefore, under the control of the Pride staff. In all fairness to Project Pride staff, the unsettled nature of the school year did not lend itself well to incorporating or attending to new concepts or programs.

- Objective 5: Improve specific behaviors and/or attitudes identified in each Project Pride school in 1980-81 as focal areas. Focal areas may include: attendance, punctuality, achievement, deportment, self-concepts, attitudes toward peers, teachers, school and community.

    - Outcome: This objective was partially attained. One of the tenets of Project Pride was that the project could make itself available and mold its activities and goals in relationship to the needs expressed by any particular participating school. As a result of this flexibility and versatility, Project Pride experienced great variations in time spent in each school. Another result of this "tailor made" quality was that the evaluation varied to fit the individual program of each school. Of the 16 schools (See Objective 4) that had formed some semblance of an initial plan, even if only identifying an area in which to work, three (all elementary schools) did not develop any activities in their buildings related to Pride. These schools were: Buckeye Woodland, Forest Hill Parkway, and Wade Park. All three schools eventually stated that there just was not sufficient time for the involvement of either staff or students. Project records (logs) indicate that Project Pride continued to make its services available to these schools.

Of the remaining 13 schools, the amount of time, involvement, effort and effect varied considerably. The following results are reported and discussed under the headings of High Schools, Junior High Schools and Elementary Schools.

High Schools (Collinwood, East Tech): The involvement with Collinwood was not a successful venture. Changes in administration and staff and intense problems within the school itself disrupted continuity with and impeded the activities of Pride. After having met with the administration and the student council, a decision was made to attempt to reduce the amount of tardiness in the school. The Pride Project's program manager was told outright at one point by an administrator that he was not needed. The school took on some of the trappings of Pride such as a Pride flag, and even the development of the word Pride but did so without much input from the Pride staff. A Pride Week was held in May consisting of posters, an assembly, student government day, recognition day, and a dance. A 10th grade English Honors class published a document of prose and poetry, addressing the meaning of the word Pride. However, the Pride program manager was never informed of these activities, nor asked for input nor was he invited as a spectator.

At one point, the Pride program manager, in an attempt to accommodate the school, was assigned to lecture one day a week to students who were in a detaining room for being tardy. The program manager conducted 8 of these sessions with approximately 150 students in each session. He terminated his involvement when several sessions were cancelled and he was not notified. There was no data gathered to assess any improvement in punctuality. The evaluator was not informed of the sessions until after they had occurred. The program manager reported that he was not generally well received by the students and the situation was not conducive to change.

The student council at East Tech determined for Pride that attendance and punctuality were areas that they wanted to work on and improve. The involvement and effects of Project Pride were minimal at East Tech over the school year because there was not adequate interest or response from the school. At the end of the school year, Pride staff, each week, were giving gold certificates to homerooms to present to students with perfect attendance. The gesture was meant to reinforce good attendance but the contact was indirect as it went through the homeroom teacher.

The program manager was asked to lecture to students in an "opportunity center", a room for in-school suspensions for students who were chronically absent and tardy. Lectures were to center around the necessity in everyday life for punctuality and for assuming responsibility. The class was comprised of 16 such students and the program manager began this assignment on May 22. He met again with the group on May 29. However, at subsequently scheduled sessions, no students showed up and the program manager was never informed as to why. No data was available to examine trends in either attendance or tardiness. As in Collinwood High School, this method of contact was deemed by the program manager as much less than optimal for inducing change.

Junior HIgh School (Charles A. Mooney, Harry E. Davis: Although contact with Charles A. Mooney by the Pride Project staff was met with great enthusiasm initially (from examination of project logs), it waned considerably over the school year and the contact person at Mooney sited internal difficulties and lack of time as reasons. At the end of the first semester, 28 students in perfect attendance were given Pride certificates to recognize their accomplishments but no follow-up occurred. Ten homerooms did log their rate of tardiness for the period extending from December 1980 through June 1981. The data show that for most homerooms the highest rate of tardiness occurred during the month of March and the rate of tardiness decreased from May to June. Table 2, below, depicts the 10 homerooms (an average of 28 students per room), grade and rate of tardiness from the period December 1980 through June 1981.

Table 2

Charles A Mooney Rate of Tardiness
by Homeroom Between December 1980 and June 1981

		Rate of Tardiness by Month						
GRADE	HOMEROOM	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
7	336	2.0%	3.2%	5.2%	4.5%	2.9%	4.5%	2.9%
8	231	3.7	5.0	4.8	20.0	9.9	13.1	8.3
8	302	3.3	7.0	6.6	13.9	11.9	10.8	9.2
8	305	3.8	11.2	17.3	18.4	15.1	14.7	7.3
8	304	4.4	5.1	6.0	19.7	10.1	9.0	5.5
8	111	3.1	8.6	8.9	18.7	5.4	11.6	6.8
8	204	4.7	3.1	8.5	13.2	5.4	11.6	5.9
8	219	7.1	7.8	11.4	19.4	9.8	10.9	4.7
9	235	6.9	6.8	6.0	18.8	7.8	7.9	3.6
9	329	8.4	17.6	15.3	16.4	11.7	17.3	12.0

Harry E. Davis Junior High experienced a positive and productive relationship with Pride. The student governing body took on and promulgated the precepts of Pride through a massive publicity campaign. The intent of the student governing body was to improve the attitudes of the students towards their peers and their school since morale and attitudes seemed to be poor at the onset of the school year. Slogans and posters about Pride were displayed throughout the building. Many students had questions about the campaign and about Pride and many volunteered to participate for various groups. Pride students participated with another group, WECLOME (West Siders-East Siders Let's Come Together), in passing out food baskets to the poor during the Christmas holidays. Pride students within the student council established a voting process for electing class and school officers. Pride students acted as tour guides and served on committees for a 3 day multi-cultural affair held at the school. Students accumulated items for exhibits. Virtually all of the student body (661 pupils) was affected in a positive way by the Pride Project. A year's end, glowing report by the principal describing the great improvement in attitude displayed by the students serves as documentation for the success of the project in this particular school.

Elementary Schools (Anthony Wayne, Buhrer, Cranwood, Dike, Euclid Park, Louis Pasteur, Stephen Howe, Tremont, William C. Bryant): At Anthony Wayne, Pride was initially asked to help with lunchroom noise and in a subsequent meeting modified this concern to incorporate excessive noise in the building. In further meetings, Anthony Wayne decided that they wanted Project Pride to assist them in developing Student Leaders Training (SLT) and in devising a method to reduce hall movement. In addition they decided to make their own badges (some in braille for partially sighted handicapped students) and tokens if they ever needed them. Pride assisted in the implementation of the SLT's, helped devise a hall pass for students to use but had no more involvement with Anthony Wayne. A report from the school principal substantiated that hall noise decreased markedly and hallway movement beceme more orderly at the advent of the use of a hallway pass.

Buhrer incorporated the ideas of Pride into many facets of student body activities that affected the entire school population of 430 students. Pride was responsible for the establishment of a student council which emphasized the concept of Pride throughout the school. The election and installation of school and class officers was scheduled to coincide with similar activities on a national level and was supported with conceptual development of self-awareness and self-worth. More than 200 students submitted entrys in an all school contest that was conducted to design a Pride badge for the school. Each room exhibited a chart that indicated (by a gold star) the Project Pride student of the month. These students received commendation for exemplary deportment and/or academic achievement. The principal at Buhrer reported a noticeable improvement in attitude of the student body which implied improvement in self- awareness and self-concept.

Two teachers and their respective classes at Cranwood comprised the total of that school's involvement with Pride. Teacher A, with a 4th grade class of 32 students,generated activities and a conceptual framework around the idea "respect" (for self and others, including others' property). An indication of improved behavior was observed in the lunchroom. This class, which at one time was one of the most unruly, was given an award by the principal in March for exemplary behavior in the lunchroom. Teacher A also detected and reported a movement toward the use of the word "we" and away from "I" as the group involved itself in activities.

Teacher B at Cranwood, with a 5th grade class of 28 students, chose to conceptualize "leadership" and provided means and activities for the students to experience various leadership roled (authoritarian, laissez-faire, democratic) and to further discuss the ramifications of leadership styles. According to observations by the teacher, indications of success for this approach were demonstrated through the evolving ease with which the individual students assumed leadership roles. The class developed speakers for specific topics and were given opportunities to lead discussions and gave plays.

Dike Elementary School did not involve itself with Pride staff (they were not invited back) after the month of December. They did take on some of the Pride accoutrements such as badges and t-shirts and they even had a Pride contact person in the school. They established a Pride Patrol comprised of 30 students, but involvement with the Project Pride staff was curtailed and whatever transpired or was accomplished then in Pride's name is unknown.

Two 4th grade classes at Euclid Park, one class with 30 and the other with 31 students, were involved with Project Pride to a limited extent. These two were the only teachers that expressed an interest in Pride during the initial school orientation. The principal did not want any of the Pride staff visiting the classrooms but he did allow the educational aide to visit the "tardy room" (a room where tardy pupils were detained for awhile after being late in the morning) every Monday to discuss and conceptualize the meaning of punctuality. Pupils from the two target rooms were included along with other pupils from the school. The principal heard by word of mouth that some pupils throughout the school were repeating ideas that they had discussed in the "tardy room". As a result of this, the principal developed his own Pride badge and bagan giving an award each week to the room with the best punctuality records. However, he would not allow any more input from the Pride staff. The educational aide kept records of the rate of tardiness for the two rooms between January,1981 and June, 1981.

The data show that there was no appreciable improvement in punctuality during that period except between January and February. Table 3 below shows the grade, rooms, number of students abd number of students tardy for the period January, 1981 to June, 1981.

Table 3

Grade	Room	Number of Students	Number of Students Tardy by Month					
			JAN.	FEB.	MAR.	APR.	MAY,	JUNE
4	201	30	7	2	8	6	9	6
4	203	31	12	2	19	11	25	14

Louis Pasteur identified 30 pupils with various behavior problems with whom they wanted Project Pride to work. The pupils were evenly divided between the first, second, and third grades. Beginning in March, 1980, three groups of seven students and one group of eight students (one child was eliminated after a recommendation from the school psychologist) started meeting each Wednesday for twenty minute sessions for each group. The sessions were designed to, through discussion and examination, have the pupils conceptualize an awareness of themselves and after their concepts of themselves. The main objective was to have them behave in more appropriate ways in whatever situation in which they found themselves. In June, the teachers of the 29 students were asked to respond to a set of questions that were intended to assess: 1) any change in behavior of the pupil. 2) any change in behavior of the pupil's peers towards him; and 3) any indication of the pupil being more aware of his need to be responsible for himself. The responses were in narrative or sentance form. Of the 24 responses returned, 5 pupils were rated as having improved substantially, 12 were rated as having improved somewhat and 7 were rated as not having shown any improvement. The students who demonstrated any improvement were rewarded with gold certificates and Pride badges during the school's awards ceremony.

Even though Stephen Howe had identified self-awareness as an area for which they wanted assistance from the Pride staff, activities towards this goal were never developed. Project Pride assisted in the implementation of the Student Leaders Training (SLT) groups that, in effect, touched all of the 365 students but further offers of program with the teachers revealed that they felt relatively resourceful by themselves and did not need more assistance from Project Pride. They did accept the Pride flag but the extent to which it was used is unknown.

At Tremont Elementary School, self-awareness was the subject that was identified. However, the activity of the Pride staff took other directions. Project Pride assisted in the development of a presentation on safety to a class of 30 students. This grew into a safety campaign that reached the entire school, revolved around a concept of respect for others, ala Pride, and was conducted just prior to Halloween, 1980. Pride staff assisted in the implementation of an SLT group in 3 classes of 30 students each. Pride staff was involved with a fourth grade class of 29 students on a continuing, consistant (once per week) basis. This group worked on conceptualizing the word leadership and its applications to and implications for everyday life. At years end, the teacher reported that fighting, scuffling and talking out had subsided immensely in that room.

William Cullen Bryant established the reduction of lunchroom noise to an acceptable level as their goal. Also, some boys were urinating on the radiator in the boys lavatory and causing a terrific odor. Project Pride's input here consisted of their helping to organize a 25 member student council. The student counsil, then, by way of a campaign emphasizing pride in the school, was responsible for the reduction of noise in the lunchroom to an appropriate level and the termination of the act of urinating on the radiators in the boys lavatory. Pride also was called upon to help organize the SLT groups. The 420 students in the school were effected by the positive thrust of the student council. Project Pride's involvement ended in min-April in this school.

ADDITIONAL FINDINGS

- Participation patterns varied widely as many of the schools did not participate in the motivational-cultural experiences.
- There was no indication of how it was decided that schools would or would not participate in the motivational-cultural experiences.
- An attitude questionnaire was sent to the final 13 schools involved with Pride. Of the 8 that responded, 7 rated the success of their involvement 3 or above on a 5 point rating scale (ratings ranged from 1, very successful, to 5, very unsuccessful,). One respondent's rating was 4. (See Appendix B for the attitude questionnaire that was used).

CONCLUSIONS

The motivational-cultural experiences for inner-city pupils were provided as proposed. There was an adequate variety of these experiences. However, some of the schools did not participate and the reason was not known. Also, the contact of inner-city youths with other pupils (Cleveland's suburbs or other school districts) was not a planned part of the overall operation as it could have been.

One of the strengths of the *Pride* component was that it could adjust itself to the needs of a particular school. Unfortunately, this was also one of its weaknesses as the school then controlled the intensity of the services and also controlled the accumulation and organization of data needed to evaluate the program.

It is recommended that:

- the motivational-cultural experiences be continued and that the same or similar activities continue to be the central focus.
- all or at least substantially more of the inner-city schools participate in the motivational-cultural activities.
- the contact of inner-city pupils with non-inner-city pupils be more organized.
- if the *Pride* component continues, a method be devised whereby the *Pride* staff has much more control over the implementation of its services and the gathering of data *once it has been accepted in a particular school building* (i.e. control should be one of the conditions of its assistance).
- the *Pride* component be limited to activities in elementary and junior high schools only.

APPENDIX A
SCHOOL PARTICIPATION IN ALL EVENTS

	AWAY FROM SCHOOLS						AT SCHOOLS			PARTICIPATION		
ELEMENTARY SCHOOLS	Severance Concerts 4th 5th 6th	Cleveland Museum of Art	Jewish Community Center	Cleveland Historical Soc.	Miscellaneous* *		Primaveria Dance Company	Spanish Dance Company		Away	At	Total
Alfred A. Benesch							130				130	130
Almira								180			180	180
Andrew J. Rickoff	290	39	280							609		609
Anthony Wayne	443	30								473		473
Artemus Ward		37	280							317		317
Benjamin Franklin	210	38					210			248	210	458
Bolton												
Brooklawn	180	35	280					160		495	160	655
Buckeye Woodland								140			140	140
Buhrer	403	94		60						557		557
Capt. A. Roth								175			175	175
Case	235	35								270		270
Chas. Dickens												
Chas. H. Lake	190	30								220		220
Chas. Orr												
Chesterfield	204	68								272		272
Clark		65								65		65
Cleve. Fund. School												
Corlett												
Cranwood	441	75	280					200		796	200	996
Daniel E. Morgan	591	73	280							944		944
Denison												

*See Attached Sheets

APPENDIX A (Continued)
SCHOOL PARTICIPATION IN ALL EVENTS

ELEMENTARY SCHOOLS	AWAY FROM SCHOOLS						AT SCHOOLS			PARTICIPATION		
	Severance Hall 4th 5th 6th	Cleveland Museum of Art	Jewish Community Center	Cleveland Historical Soc.	*Miscellaneous		Primaveria Dance Company	Spanish Dance Company		Away	At	Total
Dike												
Douglas MacArthur												
East Clark												
East Denison												
East Madison	133	79								212		212
Emile DeSauze	330	36	140					990		506	990	1.496
Euclid Park	244	71	280				200			595	200	795
Forest Hill Pkwy.	475	67								542		542
Fullerton	230	67								297		297
Garfield	293	35	280							608		608
Geo. W. Carver	315	81		50			185			446	185	631
Giddings												
Gordon	659	62								721		721
Gracemount	603	34	280					225		917	225	1.142
Halle	530	190						160		720	160	880
Harvey Rice												
Hazeldell												
Henry W. Longfellow	223	38	280		60					601		601
Iowa Maple												
John W. Raper												
Joseph F. Landis												
Kenneth W. Clement	198	66	140		35					439		439

*See attached sheets

APPENDIX A (Continued)
SCHOOL PARTICIPATION IN ALL EVENTS

ELEMENTARY SCHOOLS	AWAY FROM SCHOOLS						AT SCHOOLS			PARTICIPATION		
	Severance Hall 4th 5th 6th	Cleveland Museum of Art	Jewish Community Center	Cleveland Historical Soc	*Miscellaneous		Primaveria Dance Company	Spanish Dance Company		Away	At	Total
Kentucky	464	67	280							811		811
Louis Agassiz												
Louis Pasteur												
Margaret A. Ireland		30	280					168		310	168	478
Marion C. Seltzer		61		61						122		122
Marion-Sterling	330	37						190		367	190	557
Mary B. Martin	608	42								650		650
Mary M. Bethune	115	35								150		150
McKinley	435	35					180			470	180	650
Memphis	324	56					175			380	175	555
Miles		70		70						140		140
Miles Park	169	105		75				210		349	210	559
Miles Standish												
Milford		37								37		37
Moses Cleaveland								190			190	190
Mound												
Mt. Auburn												
Mt. Pleasant	382	72		32						486		486
Nathaniel Hawthorne	455	45	280							780		780
O. H. Perry	240	68	280							588		588
Orchard	561	40						170		909	170	1,079
Paul L. Dunbar												

*See Attached Sheets

APPENDIX A (Continued)
SCHOOL PARTICIPATION IN ALL EVENTS

ELEMENTARY SCHOOLS	AWAY FROM SCHOOLS						AT SCHOOLS			PARTICIPATION		
	Severance Hall 45h 5th 6th	Cleveland Museum of Art	Jewish Community Center	Cleveland Historical Soc.	*Miscellaneous		Primaveria Dance Company	Spanish Dance Company		Away	At	Total
Paul Revere	696	98		70						864		864
Riverside												
Robert Fulton	174	35					180			209	180	389
Robinson G. Jones		60		60						120		120
Scranton												
Stephen Howe	191	85		60						336		336
Tremont	150	78								228		228
Union	210	40								250		250
Valley View		62		62						124		124
Verda Brobst	147	40	280					180		467	180	647
Wade Park	314	34	280					180		628	180	808
Walton	580	30								610		610
Warner	510	30						175		540	175	715
Watterson	640	35						160		675	160	835
Waverly												
William C. Bryant							190				190	190
William R. Harper		36								36		36
Willow		35								35		35
Woodland Hills				70						70		70
A. G. Bell							175				175	175
Sunbeam							200				200	200
TOTAL ELEMENTARY SCHOOLS	43	53	17	11	2		10	17		54	27	62
PUPILS	15,115	2,943	4,480	670	95		1,825	3,853		23,172	5,696	29,289

APPENDIX A (Continued)

SCHOOL PARTICIPATION IN ALL EVENTS

SECONDARY SCHOOLS (Junior High)	AWAY FROM SCHOOLS						AT SCHOOLS			PARTICIPATION		
	Junior High Severance Hall	Choral Festival	*Career Prep. Field Trip				Fairmount Dance Company			Away	At	Tota
Albert B. Hart		114	275							389		389
Alexander Hamilton	89						185			89	185	274
Audubon		80								80		80
Carl F. Shuler							195				195	195
Central	114	63	225							402		402
Charles A. Mooney							210				210	210
Charles W. Eliot	120	70					180			190	180	370
Clara E. Westropp												
Empire		190								190		190
F. D. Roosevelt												
Harry E. Davis		45	100							145		145
Joseph M. Gallagher							200				200	200
Lincoln												
Margaret J. Spellacy		50								50		50
Martin L. King												
Myron T. Herrick		29								29		29
Nathan Hale		68								63		63
Newton D. Baker		43					200			43	200	243
Patrick Henry							200				200	200
R. H. Jamison	114	80								194		194
Thomas Jefferson												
Whitney Young							210				210	210

*See Attached Sheet

APPENDIX A (Continued)

SCHOOL PARTICIPATION IN ALL EVENTS

SECONDARY SCHOOLS (Junior High)	AWAY FROM SCHOOLS						AT SCHOOLS			PARTICIPATION		
	Junior High Severance Hall	Choral Festival	*Career Prep. Field Trip				Fairmount Dance Company			Away	At	Total
Wilbur Wright	70						200			70	200	270
Willson												
TOTAL JUNIOR HIGH SCHOOLS	5	11	3				9			13	9	18
PUPILS	507	832	600				1,780			1,934	1,780	3,714

*See Attached Sheet

APPENDIX A (Continued)
SCHOOL PARTICIPATION IN ALL EVENTS

SECONDARY SCHOOLS (Senior High)	AWAY FROM SCHOOLS						AT SCHOOLS			PARTICIPATION		
	Severance Hall	Choral Festival	*Miscellaneous							Away	At	Tot
Collinwood		47								47		47
East High	63									63		63
East Technical			60							60		60
Glenville												
John Adams	114	74								188		188
John F. Kennedy	117	54	40							211		211
John Hay			50							50		50
Lincoln-West	114	62								176		176
South High												
West Technical		36	50							86		86
Jane Addams		8								8		8
J. F. Rhodes		34								34		34
John Marshall			50							50		50
TOTAL SENIOR HIGH SCHOOLS	4	7	5							11		11
PUPILS	408	315	250							973		973

*See Attached Sheet

APPENDIX A (Continued)

JUNIOR HIGH SCHOOL
CAREER PREPARATION FIELD TRIPS*

School	Number of Students	Visit Sites
A. B. Hart Jr. High	275	Lexius Hiles Co. Anderson-Ibec Picker Corp. Dalton, Van Dijik, Johnson Higbee Co. Hill Acme Co. Bond Court Hotel St. Alexis Hospital Gould Inc. Cleveland Public Library Ohio Bell Training Center
Central Jr. High	225	Dalton, Van Dijik, Johnson Bond Court Hotel Mutual Metal Products Mt. Sinai Hospital Herron Test Lab, Inc. Ohio Bell Training Center Pickard Mather Co. Colonnade Cafeteria Emerson Press National City Bank Alcoa
Harry E. Davis Jr. High	100	Health Careers Center Bargar Metal Fab. Co. May Co. Blue Cross

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*All sites are located in the Greater Cleveland Metropolitan Area.

APPENDIX A (Continued)

SENIOR HIGH SCHOOL
MISCELLANEOUS-MOTIVATIONAL-CULTURAL-EXPERIENCES*

School	Number of Students	Visit Sites
East Tech High School	60	Creative Living Institute
John F. Kennedy High School	40	Cleveland Play House
John Hay High School	50	Cleveland Health Museum
West Tech High School	50	Boston Ballet
John Marshall High School	50	Greenbriar Theatre

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*All sites are located in the Greater Cleveland Metropolitan Area.

APPENDIX B
PROJECT PRIDE ATTITUDE QUESTIONNAIRE

It is important to us that we get your short, quick opinion regarding PROJECT PRIDE in terms of its relative success in your school building and how you were involved and what (if any) positive changes in behavior that you observed in children as a result of participation in PROJECT PRIDE

Thank you for your time and consideration by answering these few questions.

1. What was the MAIN behavior or state that you were try ing to improve in the pupils? (circle one)

   · attendance · punctuality · positive self-awareness · self-worth ·respect (for others or self) ·

2. On a scale of 1 to 5 (1 being the highest), how successful were you in improving pupils' behavior or state through PROJECT PRIDE? (circle one)

   Very Successful   Very Unsuccessful

   1   2   3   4   5

3. If your attempts were mainly successful...why do you think so?

"...I feel that greater gains could have resulted if there were more time."; "The project was successful due to the work of the teachers and students." ; "Interpreting to the children the importance of positive self-awareness and self-worth."; "...the students were interested in the program and used the tools to alter behavior."; "..his (the program manager) guidance was fantastic in leading the class to their goals... it should be in every school in Cleveland!"; "The staff and students were aware of the goals that were set up for the building and with a joint effort to work toward our goals."

4. If your attempts were mainly unsuccessful...why do you think not?

"At this point I really don't know why our attempts were unsuccessful! We hope to try again next year and stick to it."

5. Any added comments or recommendations?

"The class enjoyed this experience. There were improvements in respect and self-worth."; "Many of the efforts would have been done whether they were done with the project or not."; "I would recommend that the program Project Pride be continued during the next school year."; "I would participate in the program again..."; "...it has helped to change the behavior of the school."; "It was a pleasure and gratifying to observe the self growth in pupils."

PILOT PROJECTS

Prepared by

Ella Cleveland
Project Evaluator

Typed by
Constance Brewton

Margaret Fleming
Deputy Superintendent

1980-1981

PILOT PROJECTS

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

The purpose of the DPPF Pilot Projects Component is the formulation and testing at the local school level of innovative approaches for meeting the needs of disadvantaged students. Pilot Projects are small grants that are designed, implemented, and evaluated by local school personnel. Administrative support for these projects is evident at three stages: development, implementation, and evaluation. An after-school proposal development workshop is held annually. A Review Committee selects new projects for funding consideration. There is ongoing supervision of the implementation of the approved projects by the project manager, school principals, and subject-area supervisors. Progress review reports and a final evaluation form are completed by project coordinators.

SERVICE SUMMARY

Pupils Served: 526 **Grades Served:** K-12 **Years in Operation:** 11

Schools: 6 public **Staffing:** 1 Project Manager, PT
1 Clerk, FT

* **Total DPPF Expenditures:** $36,766.00 * **Per Pupil Cost:** $70.00

SUMMARY OF FINDINGS

The Pilot Projects Component provides innovative solutions to locally identified problems as well as for staff development. All four projects implemented this school year attained each of their objectives. Also, the understanding at the local school level of the relationships among educational needs, objectives, procedures, and evaluations was promoted.

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*Expenditures are estimates based on latest revised budget.

OBJECTIVES AND OUTCOMES

- Objective 1: To attain the proposed objectives specified for each project (relevant to improvement in academic achievement, cultural enrichment, communication skills, motivation for learning, home school cooperation). Annual reports, after a full year of implementation, will reflect attainment of the proposed objectives in at least two-thirds of the pilot projects.

    - Outcome: Project records indicate that four projects were implemented. Project topics included: Science (n=2], Social Studies, and Math. Of the reports submitted to date, all projects attained all of their objectives.

- Objective 2: To promote understanding at the local school level of the relationships among educational needs, objectives, procedures and evaluations. Three outcomes were proposed: (1) Proposals approved by the Review Committee will include specific objectives consistent with DPPF and system-wide goals. (2) In at least half the proposals submitted, interrelationships of needs, objectives, procedures and evaluation plans will be clear. (3) The relationship of data submitted to assessment of the extent to which specific objectives have been attained will be clear in at least two-thirds of the annual reports.

    - Outcome 1: The fact that proposals to be funded were selected by the Review Committee insured that objectives of each approved project were consistent with DPPF and system-wide goals.

    - Outcome 2: In the evaluator's judgement, interrelationships among needs, objectives, procedures and evaluation plans were clear in 4 (100%) of the final proposals submitted, thus exceeding the 50 per cent criterion proposed.

    - Outcome 3: Data submitted were presented in a way that clearly permitted conclusions regarding achievement of the objectives in three of four of the reports, thus exceeding the two-thirds criterion proposed.

ADDITIONAL FINDINGS

Appendix A lists the individual pilot projects, schools served, number of students served, and the grade level of the students served.

Of the four final evaluation reports submitted, one pilot project stood out as an exemplary one. "Concrete Math" proposed that, through teacher direction and guidance and reinforcement in the home, student achievement level and performance in mathematical tasks would increase. Indeed, students did make academic gains and parental participation was noteworthy.

The other three pilot projects implemented this year, "Directed Reading Guides," "Reading Readiness in Science," and "Science Content Reading Skills Improvement" possessed excellent implementation and evaluation guidelines; however, their degree of success was hampered by student transfers and timeline problems related to desegregation efforts.

CONCLUSIONS

It can be said that the Pilot Projects Component has continued to provide innovative solutions to locally identified problems as well as for staff development relevant to interrelationships among educational needs, objectives, procedures, and evaluation. All four pilot projects implemented this school year attained all of their respective objectives. It is recommended that:

- The Project Manager continue to work closely with the Directing Supervisor, Compensatory Educational Programs and the component evaluator to insure the timely collection and appropriate compilation and reporting of data when such is part of the evaluation plan.

Final evaluation reports completed by coordinators are on file in the Department of Research, Development and Evaluation.

APPENDIX A

PILOT PROJECTS 1980-81

Project	Schools Served	No. of Pupils Served	Grade Level
1. Directed Reading Guides	Lincoln Junior High F.D.R. Junior High N.D. Baker Junior High	284	7
2. Reading Readiness in Science	N.D. Baker Junior High	30	9
3. Science Content Reading Skills Improvement	Glenville Senior High	87	10-12
4. Concrete Math	Orchard Elementary Wade Park Elementary	125	Kindergarten
TOTALS	6 (unduplicated count)	526	K - 12

PRODUCTION WORKSHOP PROJECT

Prepared by

Francis D. Sullivan
Project Evaluator

Typed by
Mary E. Logan

Margaret Fleming
Deputy Superintendent

1980-1981

PRODUCTION WORKSHOP

1980-81 DPPF EVALUATION

PURPOSE AND OVERVIEW

The Production Workshop is a dropout prevention program designed to promote the educational rehabilitation of selected ninth grade students identified as deficient in reading and math skills. Intensive vocational training in a production workshop setting is augmented by the individualized services of a full-time educational aide who provides close liaison with the home and school personnel. Program services are concentrated in home economics and industrial arts courses averaging 24 students per class. Students receive an incentive monetary payment of $1.00 per day. Students are mainstreamed into regular classes in all academic disciplines.

SERVICE SUMMARY

Pupils Served: 509 **Grade Served:** 9 **Years In Operation:** 13

Schools: 21 public
(See list in
Appendix A.)

Staffing:
1 Project Manager, FT
3.5 Teachers, FTE (1/6 Teacher x 21 schools)
18 Educational Aides, FT
2 clerks, FT

Total DPPF Expenditures: $511,477* **Per Pupil Cost:** $1,004*

SUMMARY OF FINDINGS

The project was evaluated on the basis of its effectiveness in motivating dropout-prone students to remain in school. The measures used were: 1) The attendance rate for each project participant during the 1980-81 school year compared to the attendance rates of the same students in their eighth-grade year; 2) The attendance rates of project participants compared to the attendance rates of all ninth-grade students in project schools; and 3) The dropout rate of project participants compared to the dropout rate of all other ninth-grade students in project schools. The program was successful in one of the criteria of measurement. The attendance rates of participating ninth-graders did not improve over their attendance rates as eighth-graders. The attendance rates of participants were not at least three per cent higher than the attendance rates of all ninth grade students as proposed. However, the dropout rate of participating students was lower than the dropout rate of all other ninth grade students in project schools.

A comparison of the 1980-1981 project operation with the project as it operated in previous years leads to the conclusion that the project was greatly hampered by budgetary cuts.

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*Expenditures are estimates based on latest revised budget.

OBJECTIVES AND OUTCOMES

- Objective 1: Participants will become familiar with the world of work through experiences in a production workshop setting, integrated with academic instruction using a modified curriculum and an individualized approach.

  - Outcome: The objective is considered to have been partially attained. Data was gathered through analysis of project records and by observation of 17 project classes by the program evaluator. Other sources of data included interviews with 18 teachers, 14 educational aides, and 54 project students. In addition, questionnaires were sent to 21 project school principals and 210 parents; 12 principals and parents responded (Responses are summarized in Appendix B. Project teachers indicated during interviews that participating students learned basic vocational skills (14), gained career information (5) and learned by means of the incentive pay the value of being paid for a job (6). Educational aides stated that Production Workshop students learned basic job skills that will help them in the future (8), the value of pay and regular attendance on a job (5), and job-seeking skills (3). Pupils reported that they had gained career/occupational experiences and manufactured products involving metalworking (15), woodworking (16), graphic arts (17), cooking and baking (6), needlework (6), and sewing (8).

  - In previous years Production Workshop students benefited from block-scheduled instruction and a modified curriculum. Project participants were programmed into the same Math, English, and Social Studies sections. The English class was modified to a double-period session in order to stress reinforcement of basic survival skills. During 1979-1980 school year, block-scheduled instruction was eliminated; only the double-period English course remained as a special programmatic service of the project. In the 1980-1981 school year, due to budgetary constraints, students were mainstreamed into regular classes and were not able to benefit from either block-scheduled instruction or a modified curriculum, as in previous years.

- Objective 2: Students' attitudes toward school will become more positive as evidenced by the following outcomes:

  a. Participants' attendance rate during the year will be a minimum of three percent above the average attendance rate for all grade nine students in the Production Workshop schools.

  b. The 1980-81 dropout rate among participants will be lower than the rate for the remainder of the grade nine group in the project schools.

  c. The average attendance rate of project participants will be significantly higher during the year of participation than it was during the year preceding participation.

- Outcome a: The objective has not been attained. The attendance rate of the participants during the 1980-1981 school year was 72.2 percent; the attendance rate for all Grade 9 pupils in Production Workshop schools was 75.1 percent. A study of Production Workshop Program evaluations for the past five academic years, 1975-1976 through 1979-1980, reveals that Objective 2a was attained through the fourth school year considered. During that four-year period, project participants benefited from block-scheduled instruction and a modified curriculum. However, the objective was not attained in 1979-1980, the first year of project operation during which block-scheduled instruction was eliminated. The 1980-1981 school year marked the second consecutive year that the objective was not attained. It is the opinion of the evaluator that the probable cause for non-attainment of this objective during the last two school years was the inability due to budgetary constraints to place the students into an academic program using block instruction and a modified curriculum. Because students were scattered into the mainstream of school programs, the educational aides were unable to provide a significant impact in motivating them toward positive school attitudes and consistent school attendance outside the industrial arts or home economics setting.

- Outcome b: Objective 2b has been attained. Data analysis revealed that the 1980-81 Production Workshop dropout rate was 2.16 percent. The dropout rate for the remainder of the grade nine project schools was 3.02 percent..

- Outcome c: Objective c has not been attained. The average attendance rate of Production Workshop students during the school year of project participation (1980-81; Grade 9) was 72.2 percent. The average rate of Production Workshop students during the school year prior to the year of project participation (1979-80; Grade 8) was 76.0 percent.

ADDITIONAL FINDINGS

- Ninth grade school counselors identified and selected pupils for participation based on five criteria. These students were required to meet a minimum of two of the criteria. The criteria and the percentages of participants meeting each criteria are listed below:

Skill deficiency in reading	49%
Skill deficiency in math	47.6%
General underachievement	61.7%
Overage for grade placement	25.6%
Poor attendance pattern	66.3%

- Budgetary constraints prevented the project from participating in the overnight camping experience as in the past years. However, 46 of 54 (85%) students interviewed reported their school had participated in th "Learn-to-Ski" experience held at the Brandywine Ski Resort. (See Appendix B)

- Restoration of the block academic instruction was recommended by three of 18 (17%) teachers and seven of 14 (50%) educational aides interviewed (See Appendix B).

- Ten of 12 (83%) project school principals who responded to the Principal Questionnaire described the overall effectiveness of the program in positive terms (See Appendix B).

- Although tutoring program participants is a role clearly mentioned as part of the job description of Production Workshop Program educational aides only nine of the 14 (64%) aides interviewed considered that function as one of their duties. Moreover, only 12 of 54 (31%) student participants viewed the educational aide as filling the role of tutor (See Appendix B).

- Eighteen of 29 (62%) parents who responded to the Parent Questionnaire believed the purpose of the program was to teach their children basic vocational skills, but only two (3%) of the parent respondents thought the project was designed to motivate their children to stay in school. (See Appendix B).

- A study of the 1979-1980 program participants revealed that the project motivated students to remain in school after the year of participation; there was a lasting effect after the supports provided by the program were withdrawn. Although attendance and academic grade point averages declined and the dropout rate increased slightly among former participants during the year following participation in the Production Workshop Program, the project is an effective dropout prevention strategy. (See Appendix C).

CONCLUSIONS

Two Objectives were considered to have been partially attained. Project participants did gain occupational experiences in a production workshop setting despite the absence of the block-scheduled instruction and modified curriculum called for in Program Objective 1. However, the program did not effectively motivate participants to attend school more regularly. Attendance rates of participants did not surpass the attendance rates of all Grade 9 students in project schools, nor did the attendance rates of participants surpass their own attendance rates during the eighth grade (1979-1980). This was probably due to the elimination of block-scheduled instruction and the modified curriculum. As a result program educational aides had little impact on affecting the attitudes of participants toward school outside the production workshop setting. Nevertheless, the dropout rate among project participants was lower than the dropout rate of other ninth grade students in project schools.

The decision had been made to discontinue the program at the end of the 1980-1981 school year. However, if the project were to be continued, the following recommendations would be made:

- Continue the project.

- Restore block-scheduled instruction and the modified curriculum.

APPENDIX A

DPPF PRODUCTION WORKSHOP 1980-81

PARTICIPATING JUNIOR HIGH SCHOOLS

A. B. Hart

Alexander Hamilton

Audubon

Carl F. Shuler

Central

Charles A. Mooney

Charles W. Eliot

Clara Westropp

Empire

Franklin D. Roosevelt

Harry E. Davis

Joseph M. Gallagher

Lincoln

Martin Luther King

Myron T. Herrick

Nathan Hale

Newton D. Baker

Patrick Henry

Thomas Jefferson

Wilbur Wright

Willson

APPENDIX B

Cleveland Public Schools

1981 DPPF Evaluation

PRODUCTION WORKSHOP PROGRAM

[ ] Industrial Arts Shop Session Observation

[ ] Home Economics Lab Session Observation

N = 17

School: ______________________ Observer: ______________________

Teacher: ______________________ Date: __________ Time: ______________ (from-to)

I. The Room	Yes	No	Undecided	Comment Follows
A. Is the room -				
1. Large enough for the activity	[17]	[ ]	[ ]	[2]
2. Well-lighted?	[17]	[ ]	[ ]	[ ]
3. Well-ventilated?	[17]	[ ]	[ ]	[1]
4. Generally clean (disregarding evidence of the current work session)?	[15]	[1]	[1]	[2]
5. Arranged to include sufficient storage for tools, appliances, materials, supplies, etc.?	[17]	[ ]	[ ]	[ ]
B. Are safety measures being followed (e.g. goggles, work at machines, fire extinguishers present, etc.)?	[7]	[2]	[3]	[11]
C. Is the room reasonably well-equipped for the type of class?	[16]	[1]	[ ]	[1]
II. The Production				
A. Do students appear to have sufficient materials for the activity?	[16]	[1]	[ ]	[1]
B. Are all students engaged in a meaningful learning/production activity?	[15]	[1]	[1]	[2]
C. Does a sample of the finished product reflect enough pride in its manufacture to be a salable item?	[14]	[ ]	[ ]	[3]
D. Is the learning/work atmosphere conducive to a high level of personal motivation?	[16]	[ ]	[ ]	[1]

APPENDIX B (Continued)

III. Supervision	Yes	No	Undecided	Comment Follows
A. Is the teacher actively supervising the production activities? (If no, please comment).	[16]	[ ]	[ ]	[1]
B. Is the educational aide actively supervising the production activities? (If no, please comment).	[9]	[ ]	[ ]	[8]
C. Is the teacher or aide actively supervising class-end clean-up activities?	[5]	[ ]	[ ]	[12]

IV. Comments. Please cite specific items, e.g. I A 1 before writing comments or explanations.

IB - Not observed

Level of activity increased appreciably within minutes after observer entered the room.

IIC - Not observed

IID - Very casual atmosphere

IA1 - Adequate but somewhat crowded
IB - Most extensive use of goggles I've seen to date
IIIB - No aide - N/A
IIIC - Not observed

IA4 - Shop could be cleaner. A lot of dust on worktables at beginning of day. Floor could be cleaner.
IB - Good use of goggles. Mr. Benson is the only teacher to date that insisted that I wear goggles when near machines.
IIIB - No aide. Not applicable
IIIC - Not observed.

In general there was a very business-like atmosphere in the room. Every one was involved and there was no nonsense.

IB - Only two students working on a project but rest of those involved in theory class. One student of 2 working wore safety glasses.
IIIC - Not observed.

14 students - all black males.

IB - Only one student wearing goggles while working. 3 more with goggles around their necks.
IC - Shop is very poorly equipped with tools and materials. Teacher reports only $60 were allowed for materials.
IIIB - Not Observed - EA is ill
IIIC - Not Observed.

Teacher reported he has scrounged and repaired most of the equipment in the room. He appears to be very interested in the students and is doing a commendable job in spite of everything.

16 pupils, 4 black females, 2 white males, 10 black males

Pupils were engaged in a variety of projects

8 students in class, 6 black males, 1 white female, 1 black female

1A3 - Windows could have been opened. Very warm from oven.

Students were involved in a menu planning exercise.

17 students present - 2 white males, 3 white females, 5 black females
7 black males

IB - Although goggles law is posted, only one person was observed wearing them.
IIB - Three students appear to be unoccupied.
IIC - Not observed.

H.B. 492 - ORC(?) S 33.13.643 - Goggles must be worn by visitors, pupils, teachers.

White males- 10, black males - 4, white females - 2, black females - 3

IA1 - Room is designed as a shop but is surprisingly small. Work benches are relatively cramped together.
IA4 - Room could have been cleaner. Unemptied waste basket. Dirt on floor especially near walls. Generally untidy appearance.
IB - Metal shop - Only 2 students wearing goggles.
IIIB- Aide not present - not observed.
IIIC - Not observed.

Black female - 1, White female - 1, black male - 9, white male - 6
Total - 17

IB - Only 2 students observed using goggles.
IIIB - No Aide

IB - Not Observed
IIA - Not observed
IIIB - Not Observed
IIIC - Not Observed

Class was not in production at time of observation. Instead the group was involved in a sensitivity training session which they have about monthly.

Students were taking part in self-awareness and group-awareness activities which are expected to lead to self-pride and pride in the group.

IV. Comments. Please cite specific items, e.g. I A 1 before writing comments or explanations. (continued)

IB - Not observed
IIC - Not observed
IIIB - Not observed
IIIC - Not observed

Pupils were involved in a planning session preparing recipes for a "bake-off" contest to be held at the end of the week. There was no cooking, etc. going on at the time of the observation.

Only 5 pupils present. 1 black female, 4 black males

IB - Not applicable - sewing room
IIB - Some students seem rather indifferent. A number (3 or 4) appear disinterested.
IIIC - Not observed

Black males - 7, White males - 1, Black females - 6, white females - 2

IIIC - Not observed

As I arrived at the school at 1:15, a P.A. announcement informed the school that students should go to their 1 & 2 mod class instead of 14 & 15 mod class, a change caused by a Deseg Activities period. Consequently there was no opportunity to make a class observation or talk to students. However, I was able to speak to the Educational Aide, Mrs. Rose.

Cleveland Public Schools
1981 DPPF Evaluation

PRODUCTION WORKSHOP PROGRAM

Principal Questionnaire

N = 12

1. What do you view as the basic educational goal of the Production Workshop Program?

   Reinforcement of basic skills (6)...Dropout prevention (5)...Attendance Improvement (4)...Development of vocational skills (1)...Improvement of pupil's self image (2)...Development of social skills (1)...Skills to produce a finished product (1)...Sound (1). Responses = 21

2. What do you consider to be the strengths of the Production Workshop Program?

   Individualized attention for each student (4)...Ability to motivate potential dropouts to stay in school (4)...Services of the educational aide (3)... Extended class time to work on complete projects (2)...Ability to reach "problem" students (2)...Orientation to the world of work (2)...Incentive pay (2)...Improvement of self image (2)...Ability to improve attendance (2)... Opportunity for adults to demonstrate their faith in students (1)... Liaison with academic area teachers (1)...The flexibility of the program (1).

   Responses = 26

3. How would you change the Production Workshop Program from the way it currently is operating?

   Expand the program to include more ninth graders (2)...Reduce the size of the class to 25 students (1)...More careful screening of program participants with input from teachers, administrators, and counselors (1)...Don't change anything (1)...Expand the program to include grades 7 and 8 (1)...More field trips (1)...Better pre and inservice for program staff (1)...More remedial work in reading and in math (1)...Give Carnegie credits for Production Workshop (1) ...Increase the length of the class (1)...restore block instruction (1).

   Responses = 12

4. What are your feelings about the overall effectiveness of the Production Workshop Program?

   Effectiveness described in positive terms (10)...Effectiveness described in neutral terms (0)...Effectiveness described in negative terms (2).

   Responses = 12

APPENDIX B (Continued)

Cleveland Public Schools
1981 DPPF Program Review

PRODUCTION WORKSHOP PROGRAM

Teacher Interview

N = 18

1. What do you view as the basic educational goal of the Production Workshop Program?

   I teach work habits and attitudes toward the world of work. How to get along on the job (10)...Try to keep the kids from dropping out of school (5)...To motivate students to better academic achievement (4)...Try to meet the individual academic needs of students as much as possible (3)...To improve school attendance (2). **Responses = 24**

2. Basically, in what activities are students involved in your class?

   Woodworking projects (Lamps, picture frames, checkerboards, jewelry boxes, footstools, phone notepads, and sconces, tables, bookcases, pool cue racks, etc. 6)...Metalworking (lamps, hammer, screw-drivers, chests, mailboxes, bookends, tool boxes, tables, 55 gal. drum, barbeque pits, etc.--6)...Needlework (Latch-hook, stitchery, quilting 4)...Cooking and baking (including planning "bake-off" contest---4)...Printing jobs and mechanical drawing (business cards, admission tickets, etc.-- 3)...Other (home nursing, child care, career awareness, consumer education, personal development, marconi beaded plant hangers, clothing, textiles. --1). Responses = 24

3. Is there an educational aide who works with you? Yes 15 No 3
   What are the aide's duties?

   Assist students with academic subjects (9)...Recordkeeping (8)...Assist students in shop/lab (7)...Assist teacher (3)...Assist academic teachers (2)...Additional duties in the school (1). Responses = 30

4. How much does the educational aide contribute to the effectiveness of the Production Workshop Program in this building?

   Very Much (14)....Some (1)....Not Very Much (0)...No Response (3).Responses = 18

5. In your opinion what effect would elimination of the educational aide's position have on the Production Workshop Program in this class?

   Comments expressing a detrimental effect on the program (15)...Comments expressing no effect on the program (1)...Comments expressing a positive effect on the program (0)...No response (2). Responses = 18

6. Besides the presence of the educational aide, what programmatic services make Production Workshop classes different from other classes in this building?

   Extra supplies and materials (7)...Experience in a production setting (4)... Incentive pay (4)...Availability of tools and instructional equipment (2)... Individualized attention (3)...Other (2)...None (2). Responses = 24

APPENDIX B (Continued)

7. How does the Production Workshop Program help pupils prepare for the world of work?

   PROBE: What special skills are the students learning to help them become competitive in today's job market?

   They learn basic vocational skills (14)..Incentive pay teaches the value of being paid for a job (6)...Career information is given (5)...Other (3)
   Responses= 28

8. What learning experiences have there been outside this shop/lab to help the Production Workshop students?

   PROBE: Where have they gone on field trips? What community resource persons have been brought in to share experiences with these pupils?

   Ski Trip (13)...Field trips to business and industry (10)...Other (4)...
   Field trips to museums (3)...None (3). Responses= 33

9. What recommendations can you make for improving the Production Workshop Program?

   Closer screening of pupil participants, to include input from teacher and aide (5)...More time for shop or lab (4)...Other one response each (4)...
   Restore block of academic instruction (3)...More money for supplies and equipment (2). Responses = 18

APPENDIX B (Continued)

Cleveland Public Schools

1981 DPPF Evaluation

PRODUCTION WORKSHOP PROGRAM

Educational Aide Interview N = 14

1. What do you see as the main reason for having the Production Workshop Program?

   To give some training in a trade (1)...Reinforce and motivate students who need one-to-one help to stay in school (6)... Motivate students to come to school (better attendance-- 5)...To give them self-pride and show them how to cope with the outside world. To give them a lot of love and care (3)... To give them training in a trade (1). Responses = 16

2. Basically, in what activities are students involved in this class?

   Needlework (latch-hook, quiltmaking, needlepoint, embroidery-- 6)...Woodworking (lamps, game boards, jewelry boxes, spice racks, bookends, etc.-- 4)...Cooking & baking (3)...Printing (business cards, memo pads, advertising brochures, etc. -3)...Metalworking (mailboxes, tool boxes, bookends, spice racks, napkin holders, planters, etc.-- 3)...Sewing (2)...General homemaking (1) Responses = 22

3. What are your duties in this shop/lab?

   Recordkeeping (8)...Tutoring, assisting students with academic work (9)... Parent contact (Phone calls, home visitations)(8)...Supervise students in lab (7) ...Attendance (4)...Attend academic classes with P.W. students (4)...Other (try to mother students, try to motivate students, discuss projects) (3)...Assist teacher (2). Responses = 45

4. Do you help subject area teachers of the Production Workshop class? Yes 13 No 1

   Tutor (11)...Grade papers (5)...Distribute papers and materials (4)...Help prepare lessons (3)...Assist in THINK lab (2)...Keep attendance (2)...Other (1) Responses = 28

5. Do you feel that the Production Workshop teachers are making full use of your talents? Yes 13 No 1 Explain

   Program got a late start and never really developed to its full potential.

6. Is all your time each day devoted to the Production Workshop Program? What are your additional duties? Yes 4 No 10 Responses = 14

   Attendance duties (1)...Breakfast program (3)...Detention (2)...Assist in school office (2) Responses = 8

   Note: Three of the four aides who responded affirmatively for voluntary service beyond their assigned P.W. duties.

APPENDIX B (Continued)

7. How does the Production Workshop Program help pupils prepare for the world of work?

   They learn basic job skills that will help them in the future (8)...They learn to work for pay and the value of regular attendance on the job (5)...Teaches job-seeking skills (3)...Helps get better start into high school (1)..They learn responsibility (1)...Speakers come in (1)...Teaches them to keep options, including college open (1). Responses = 20

8. How do parents of Production Workshop students become involved in the program?

   Only through home phone calls (11)...Parents visit the school (5)...Home visitations by aide (4)...It is very difficult to involve parents (2)... Written correspondence (1). Responses = 23

9. What recommendations can you make for improving the Production Workshop Program?

   Restore block of instruction (7)...Better student screening techniques, including input from teachers (5)...More parent involvement (2)...Increase instructional time in industrial arts and English (2)...More money for field trips and supplies (1)..An orientation period for counselors, teachers, aides, and students (1)... Begin the program at end of Grade 8 for smooth transition at beginning of Grade 9. (1) Responses = 19

APPENDIX B (Continued)

Cleveland Public Schools

1981 DPPF Evaluation

PRODUCTION WORKSHOP PROGRAM

Pupil Participant Interview N = 54

1. Describe the project you have been working on.

   Metalworking (16)...Woodworking (16)...Graphic Arts (7)...Cooking and Baking (6) ...Needlework (6)...Sewing (3) Responses = 54

2. How do you think the Production Workshop class will help you prepare for the future?

   Gain basic experience in job skills (3)...Will help prepare for a job (8)... It will help me to plan my life (4)...How to work with my hands (3)... It teaches attitudes and how to dress for job interviews (3)...Practiced filling out job applications (3)...We learned about stock ownership. (3)... Paycheck (3)...You get paid for your work; if you don't work, you don't get paid (2)...You learn to work and cooperate with other people (2)...I don't cut class any more (1)...I'm more interested in machine work (1)...I don't know (1).

   Responses = 31

3. How do you think subject area classes, that is, Math, English and Social Studies will help you to prepare for the future?

   Answers related to the ideal that subject area classes are needed to enable the students to get a job and be successful (29) Responses = 29

   Answers related to the idea that other subjects will prepare for the future in other aspects of life than a career (12) Responses = 12

   Answers related to math being used as a job skill used in class (10)
   Responses = 10

   Other (3) Responses = 3

4. Is there an educational aide who works with your Production Workshop class?

   Yes (45) No (9) Responses = 54

   How does she help you?

   She tells me what to do, gives directions, assists in P.W. class, etc.(22) ...She helps (tutors) me in academic subjects (17)...She makes sure we attend academic subject classes (9)...She helps solve personal problems (7)...She attends academic subject classes (7)... She corrects me when I'm wrong (4) ...She calls our homes and talks with parents (4)...She keeps payroll records (3)...She doesn't help me (2)...She brings in jobs to do(2)...She helps me make up work I'v missed (1)...She makes sure we work safely (1).

   Responses = 79

5. What kinds of activities has your Production Workshop been involved in outside the classroom?

   Ski Trip (46)... Field trips to business industry (17)...Field trips to museums (8)... School activities (6)...None (4). Responses = 81

6. If you had a choice, would you rather stay in the Production Workshop class or get out of it?

   Stay (48) No Answer (1) Get Out (5) Responses = 54

   I like it (2)...It's interesting (5)...It's good experience (5)...Other (5) ...I like working with the machines (4)...I like getting paid (3)...It helps me (2)...I like to work with my hands (8)...It's more interesting than the other classes (1)...No reason given (1). Responses = 36

7. If you were asked to help with the program planning, what could you suggest to improve the Production Workshop class for next year?

   Provide more tools, equipment, supplies (11)... Keep it the way it is (10) Responses expressing a need for more or better projects (9)...Responses alluding to need for better classroom control (8)...No response or I don't know (6)...More field trips (5)...Raise the pay (4)...Responses alluding to need for closer pupil screening and more care in selection of participants (4) ...Responses expressing a need for more individual assistance for pupils (4)...Open the program to more pupils (2)...Student knows he is identified as a potential dropout and doesn't like it (1)...Expand class time (1).

   Responses = 65

APPENDIX B (Continued)

Cleveland Public Schools
1981 DPPF Evaluation

PRODUCTION WORKSHOP PROGRAM N = 29

Parent Questionnaire

1. What do you see as the main reason for having the Production Workshop Program: That is, what is the basic educational goal of the program?

   Teach basic vocational skills (18)...Motivate students to stay in school (2)...To teach students to work for pay (2)...Other, each one response (7). Responses = 29

2. What kind of project has your child's Production Workshop Class been working with?

   Jewelry boxes, note holders, candle holders, coasters, spice racks, money changers, wall plaques, telephone booths, sewing trays, ash trays spatulas, lamps, picture frames, clocks, book ends, barbeque grill, hammers, key chains, book shelves, mailboxes, condiment holders, baseball bats, planters, loop-a-loom, printed calling cards. Total = 25

3. How do you think the Production Workshop class will help prepare your child for the future?

   Provides basic vocational experience (14)...Good learning experience (8)... Teaches self-confidence (4)...Teaches working with hands (3)...Other (1)... Class would be better if the discipline were more structured (1).
   Responses = 31

4. As far as you can tell does your child like to attend Production Workshop classes? In your opinion, what makes your child want to attend Production Workshop classes? Yes (23) No (0)

   My child likes working with his/her hands and making things (14)...There is a good learning atmosphere (8)...It's good preparation for future jobs (4) ...He likes the paycheck (4)
   Responses = 30

5. Have you visited your child's Production Workshop class this year? For what reason? Yes (10) No (18)

   To visit the class and see how my child is doing (6)...Open house (3)... No transportation (2)...Other (2)...School is in "bad" neighborhood (1) ...To confer with the teachers (1) Responses = 15

APPENDIX B (Continued)

6. Have you seen any changes in your child's school attendance this year?

Yes (17)   No (9)

It has improved (8)...My child shows more interest in school (4)...There has been no change (3)...There has been a problem with bus transportation (2)...My child misses school only when it is necessary (2)...My child likes the Production Workshop class (2)...No comment (1)...Other (1).

Responses = 23

7. Have you seen any changes in your child's attitude toward school this year?

Yes (21)   No (6)

Comments indicating positive change in attitude (19)...Comments indicating no change in attitude (4)...Comments indicating a negative change in attitude (1).

Responses= 24

8. Have you seen any changes in your child's school grades this year?

Yes (25)   No (3)

Comments indicating a positive change in school grades (22)...Comments indicating no change in school grades (2)...Comments indicating a negative change in school grades (0)... No Response (1).

Responses = 25

9. What recommendation can you make for improving the Production Workshop Program?

No Response (18)...Better projects (3)...More work for students (3)...Get more children into the project (2)...More and better tools and equipment (1)...Better classroom management (1)...Higher pay for students (1)...Other (1).

Responses = 30

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APPENDIX C

A STUDY OF 1979-1980 PRODUCTION WORKSHOP STUDENTS

The Production Workshop is a dropout prevention program designed to promote the educational rehabilitation of selected ninth grade students identified as deficient in reading and math skills. The project is funded by the Ohio Department of Education Disadvantaged Pupil Program Funds (DPPF). Intensive vocational training in a production workshop setting is augmented by the individualized services of a full-time educational aide who provides close liaison with the home and school personnel. During the 1979-1980 school year, program services were concentrated in home economics and industrial arts courses averaging 17 students per class. Students received an incentive monetary payment of $.50 per day. Except for a double-period English class, students were mainstreamed into regular classes in all academic disciplines.

Program Objectives are:

- Objective 1: Participants will become familiar with the world of work through experiences in a production workshop setting, integrated with academic instruction using a modified curriculum and an individualized approach.
- Objective 2: Students' attitudes toward school will become more positive as evidenced by the following outcomes:
    a. Participants' attendance rate during the year will be a minimum of three per cent above the average attendance rate for all grade nine students in the Production Workshop schools.

    b. The dropout rate among participants will be lower than the rate for the remainder of the grade nine group in the project schools.

    c. The average attendance rate of project participants will be significantly higher during the year of participation than it was during the year preceding participation.

The purpose of this study was to attempt to determine whether the project has had a lasting effect on former project students who have not received project services for a full year. Specifically, the study examined three indicators of students' attitudes toward school as outlined in Project Objective 2, above:

- What changes have there been in the average attendance rate of project participants from the year prior to project participation (Grade 8; 1978-1979), through the year of participation (Grade 9; 1979-1980), into the year after participation (Grade 10; 1980-1981)?
- How does the dropout rate of former project participants in Grade 10 compare with the dropout rate of all Grade 10 students in high schools which former Production Workshop students attend?
- How does the average attendance rate of former project students compare with the average attendance rate of all Grade 10 students in high schools which they attend?

Data sources for the study were records of the Cleveland City School District including the 1979-1980 Production Workshop Evaluation Report and district attendance reports. The study included all 329 students who were enrolled in project classes at the beginning of the 1979-1980 school year. Although the enrollment status of every student in the project has been traced, for accuracy in reporting withdrawals and dropouts versus current enrollees, only data pertaining to Grade 10 students in the 1980-1981 school year were used in comparing average attendance rates.

The study of the attendance pattern of Production Workshop students from the year before participation through the year after participation shows that the program intervention had virtually no effect on average attendance rates of student participants, as shown below:

School Year	1978-1979	1979-1980	1980-1981
Grade	8	9	10
Average Attendance Rate	79.1%	79.7%	61.4%
N	161	161	161

APPENDIX C (Continued)

Among the original 329 students who enrolled in the Production Workshop Program in September, 1979, there remained 298 former participants in September, 1980, including 32 students who were repeating Grade 9. By June 30, 1981, another 30 of the former participants had left the school system, 15 of which were considered dropouts; 14 were Grade 10 students. The dropout rate of Grade 10 former Production Workshop students who began the 1980-1981 school year was 5.26%. The dropout rate of all Grade 10 students in Cleveland high schools serving former Production Workshop participants is 17.14%. A comparison of dropout rates among the same students is shown below.

	1979-1980	1980-1981
Dropout Rate of Production Workshop Population	1.65%	5.26%
Dropout rate in schools served by target population	2.79%	17.14%

Clearly the Production Workshop Program has had a positive, lasting effect as a dropout prevention strategy. The participant dropout rate has increased 3.61%; on the other hand, the dropout rate of peers in schools serving the (former) Production Workshop students, has increased by 14.35%.

Although the Grade 10 dropout rate of former Production Workshop students compares very favorably with the dropout rate of their peers, the attendance rate of former participants does not compare well with all Grade 10 students in schools they attend. Attendance data for 1980-1981 shows that the average attendance rate for former project participants in Grade 10 is 61.39%, as compared to a 66.78% average attendance rate for all Grade 10 students in their schools. This finding seems to indicate that the Production Workshop intervention has no lasting effect with regard to motivating students to attend school once program supports are withdrawn.

A supplementary finding of this study is that the program also has no lasting effect on student grades. Although student grade point averages increase during the year of participation, they drop afterward, as shown below.

Year	1978-1979	1979-1980	1980-1981
Grade	8	9	10
GPA	1.38	1.70	.62
N	188	188	188

The primary conclusion of this study is that the Production Workshop Program is an effective dropout strategy. While the peer dropout rate increased from 2.79% in Grade 9 to 17.14% in Grade 10, the dropout rate of the target population increased by only 3.61%, from 1.65% to 5.26%.

Apparently, the program had little effect on motivating students to better attendance pattern. The average attendance rate of project students remained the same, at about 79%, during the year prior to participation and during the year of participation; then the average attendance rate dropped sharply by 18% to 61% during the year after participation. On the other hand, it is unknown what the average attendance rate of this target population would have been without the project intervention.

The Production Workshop Program has proved to be very successful as a dropout prevention strategy. For that reason it should be continued. Over the past two years to the project operation, it has not been successful in motivating students to regular school attendance; further study is recommended to determine the cause of that problem. Also, further attendance-motivating strategies should be explored.

APPENDIX D

PRODUCTION WORKSHOP

1979-80 DPPF Evaluation

Purpose of Project: The Production Workshop is designed to promote the educational rehabilitation of selected ninth grade students. Double-period English classes are integrated with vocational training in a production workshop setting. Students are mainstreamed into regular classes in other academic disciplines.

Number of Pupils Served: 311 Grade Served: 9

Number of Schools: 11 Per-Pupil Cost: ____

Staffing: 1 Project Manager (FT) ... 43 Teachers (8 full-time equivalents) ... 18 Aides (FT) ... 2 Clerks (FT)

Key Components:

- Production workshop setting - Home Economics and Industrial Arts Lab
- Small classes - average 17.3 students per class
- Incentive monetary payment - $.50 per student per day
- Individual attention of a teacher aide - one aide per homeroom - providing close liaison with home, school, vocational education teacher, and academic teacher.

Objectives and Outcomes:

- Objective 1: Participants will become familiar with the world of work through experiences in a production workshop setting, integrated with academic instruction using a modified curriculum and an individualized approach.
  - Outcome 1: Data were gathered through analysis of project records and by visits to seven project schools by a Program Review Team. The team observed 5 project lab sessions and academic classes and interviewed a total of 53 project school principals, shop/lab teachers, English teachers, parents, aides, and pupils. Interviews of 19 pupils in those schools revealed that they had produced 23 kinds of items involving cooking/baking, sewing, art/crafts, woodworking, and metalworking procedures in Home Economics and Industrial Arts Labs. The project features double-period English classes. Seven English teachers interviewed stated that they emphasized

career English/everyday language skills (6), reading skills (3), individualized work (2)[illegible] basis communication skills (1). Eight educational aid[illegible] interviewed stated that they help subject area teachers by providing individualized help to students (7), and otherwise assist with the non-teaching duties (8).

- Twenty-two of 39 (56.4) interviewees stated the project is valuable in teaching general life skills and 20 of the same group perceived that the project provides exposure to practical work experiences. Objective 1 has been attained.

- Objective 2: Students' attitudes toward school will become more positive as evidenced by the following outcomes:

  a. Participants' attendance rate during the year will be a minimum of three per cent above the average attendance rate for all grade nine students in the Production Workshop schools.

  b. The 1979-1980 dropout rate among participants will be lower than the rate for the remainder of the grade nine group in the project schools.

  c. The average attendance rate of project participants will be significantly higher during the year of participation than it was during the year preceding participation.

  - Outcome 2a: The outcome cannot be determined until attendance data becomes available for analysis on/after August 4, 1980.

  - Outcome 2b: The outcome cannot be determined until attendance data becomes available for analysis on/after August 4, 1980.

  - Outcome 2c: The outcome cannot be determined until attendance data becomes available for analysis on/after August 4, 1980.

Supplementary Findings: Project records indicate -

- Inservice meetings for teachers were held in 7 of 11 participating schools.

- Thirteen of 18 classes in 8 project schools participated in a camping weekend.

- Two students from each school attended monthly student Advisory Committee meetings.

Some significant findings of the Program Review Team were -

- Only 8 of 34 (23.5%) project staff and parents could identify the basic educational goal of the program, dropout prevention.

- Twenty-two of 39 (56.4%) interviewees stated the project is valuable in teaching general life skills and 20 of the same group perceived that the project provides exposure to practical work experiences.
- Thirty-three of 42 (78.6%) interviewees indicated that the educational aide assists the program by helping or explaining to students their lessons or their work. One pupil reported of the aide, "She is like a mother to us." Another stated, "She is the only reason I am here (in school)."
- Project teachers (N = 8) students (N = 19) listed six kinds of outside-the-classroom learning experiences including outside speakers, service projects, a walking tour of neighborhood housing, the camping experience, work on personal projects, and 12 field trips.
- Most frequently identified recommendations of interviewees called for more care in screening pupils into the program (5) and a raise in incentive pay for students (5). Other recommendations included coordination with area business and industry, better teacher orientation, and more parent involvement.

Conclusions and Recommendations:

- Based on data gathered by the Program Review Team showing the attainment of Objective 1, it can be stated that the project is successful.
- Continue the project.
- Continue close screening of participant candidates according to project eligibility criteria in order to insure that students most in need of project services will be served. Continue to document the reasons for individual student selection according to project policy.
- Encourage greater parent involvement.
- Expand coordination with community resources, especially in the area of research, engineering, production management, and marketing in the manufacturing and service industries to provide the students with as broad a pre-vocational experience as possible.
- Re-emphasize orientation and inservice for project personnel.

Supportive documentation for the findings in this report on file in the Division of Research and Development.

DPPF PRODUCTION WORKSHOP 1979-80

PARTICIPATING JUNIOR HIGH SCHOOLS

Central
Empire
Franklin D. Roosevelt
Harry E. Davis
Lincoln
Martin Luther King
Nathan Hale
Patrick Henry
Thomas Jefferson
Wilbur Wright
Willson

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PRODUCTION WORKSHOP

1979-80 DPPF EVALUATION

ADDENDUM

Number of Pupils Served: 363*

OBJECTIVES AND OUTCOMES:

- Objective 2: Students' attitudes toward school will become more positive as evidenced by the following outcomes:

  a. Participants' attendance rate during the year will be a minimum of three per cent above the average attendance rate for all grade nine students in the Production Workshop schools.

  b. The 1979-80 dropout rate among participants will be lower than the rate for the remainder of the grade nine group in the project schools.

  c. The average attendance rate of project participants will be significantly higher during the year of participation than it was during the year preceding participation.

- Outcome 2a: Participants' attendance rate during the 1979-1980 school year was 77.66 per cent. The average attendance rate for all grade nine students in Production Workshop schools was 76.74 per cent. Objective 2c has not been attained. However, if data from the three schools to which the project was expanded at the beginning of second semester (March 17, 1980), coinciding with the implementation of Desegregation Phase II, are excluded from the statistical analysis, Objective 2a would have been attained. In the eight non-expansion project schools, the average participants' attendance rate was 79.87 per cent. The average attendance rate for all grade nine students in those eight Production Workshop schools was 76.62 per cent. The difference of 3.25 per cent indicates the objective would have been attained.

- Outcome 2b: Data analysis revealed that the 1979-80 Production Workshop dropout rate was 1.65 per cent. The dropout rate for the remainder of the grade nine group in project schools was 1.87 per cent. Objective 2b has been attained.

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*From project records; unduplicated count of students served by the project during the 1979-80 school year including withdrawals to other school settings, pupils served first semester only, and pupils served second semester only.

- Objective 2c: The average attendance rate of Production Workshop students during the school year of project participation (1979-80; Grade 9) was 77.66 per cent. The average rate of Production Workshop students during the school year prior to the year of project participation (1978-79; Grade 8) was 79.80 per cent. Objective 2c has not been attained.

SUPPLEMENTARY FINDINGS:

- A comparison of 1978-79 and 1979-80 grade point averages of Production Workshop participants indicated that averages increased from 0.98 to 1.66, a statistically significant increase ($p < .05$).
- The average SAS-verbal score reported for Production Workshop participants lay in Stanine 3.
- A comparison of the 1978-79 and 1979-80 outcomes for Objective 2a concretely demonstrates the effect on student attendance rate of the prolonged work stoppage coupled with the extension of the school year into mid-summer. Listed below are comparisons of the average attendance for project participants and all grade nine students in eight project schools (Central, Empire, F. D. Roosevelt, Harry E. Davis, Lincoln, M. L. King, Patrick Henry, and Willson) for the past two school years;

	Average Attendance (Per Cent)	
	1978-79	1979-80
Project Participant	82.79	79.87
All Grade Nine Students	77.48	76.62

CONCLUSIONS AND RECOMMENDATIONS:

- In addition to the data gathered by the Program Review Team showing the attainment of Objective 1, one of the three outcomes of Objective 2 has been attained. It can be stated that the project is successful.
- Revise data collection procedures to permit optimum use of linkages to currently available data banks and data processing operations.
- Clarify the current policy of the school system regarding the methods of reporting final academic marks and reconcile differences with the requirements of the project evaluation design.

Supportive documentation for the findings in this report are on file in the Division of Research and Development.

READING IMPACT PROJECT

Prepared by

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Typed by
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Margaret Fleming
Deputy Superintendent

1980-1981

READING IMPACT

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

This project was designed to assist first grade students develop basic reading skills through added resources. An educational aide is assigned to tutor individual and small groups of students in areas of need. There are inservice sessions for educational aides on a regular basis to develop reinforcement techniques.

SERVICE SUMMARY

Pupils Served: 2,963   Grades Served: 1   Years in Operations: 10½

Schools: 51 public elem.
(See Appendix A for the
list of schools)

Staffing:
1 Project Manager, FT
3 Consultant Teachers, FT
102 Educational Aides, FT

Total DPPF Expenditures: $1,310,823.00   Per Pupil Cost: $442

SUMMARY OF FINDINGS

All three proposed objectives for Reading Impact were attained. The data show that staff inservice and parent involvement activities were implemented as proposed. The expected levels of student achievement in reading were reached. Responses from project staff, administrators, classroom teachers and on-site observations indicate Reading Impact services were effective in utilizing development methods and materials with underachieving first grade students in reading and language arts. All, reportedly, remained very favorable to the supplementary reinforcement provided for participating pupils.

OBJECTIVES AND OUTCOMES

The extent to which project objectives for 1980-81 were attained has been assessed in a variety of ways. Project central staff were interviewed, project aides were observed on-site, and project records inspected. During June, 1981 a project survey was completed by principals, a classroom survey was completed by teachers whose children were served. Findings pertinent to each of the proposed objectives have been summarized.

- Objective 1: Differentiated inservice will be provided for project aides and for classroom teachers whose pupils the aides serve.
    - Outcome: Documentation of project activities indicated that this objectives was attained.
        - Scheduling inservice workshops for teachers was contingent upon the availability of substitute teachers through DPPF Technical Assistance. Due to the limited availability of substitute teachers, classroom teachers were inserviced on-site by the consultant teachers.
        - Three all day and eight half-day inservice workshops for aides were scheduled. Topics were: Human Relations in a Desegregated Setting; Reading Impact in a Desegregated Setting; Reading Impact and Language Experience in Reading (LEIR); Supporting the Core Program Through LEIR (sentence development); Using Children's Sentences to Develop Phonics, Vocabulary and Comprehension Skills; The Group Writing Story Approach; Using the Table of Contents; and Using Speech Balloons as a Language Experience. (See Appendix B, for the dates and topics of inservice workshops for educational aides).
        - Project records showed that attendance ranged from 93 to 102 aides for the session(s) on each topic.
        - On a survey completed by aides (N=94) in June, 96 percent of the aides, on a five point scale, rated the inservice workshops helpful to very helpful. (See Appendix C for a summary responses to the aide survey).
        - Aides were provided on-site guidance by the consultant teachers.

            -All aides responding to the survey (N=94) indicated that they had been visited by a project consultant teacher (average number of visits was 9 per aide). The value of the consultants' observations and ensuing conferences was rated helpful by (100%) of the aides.

            -On the survey most aides reported meeting with the classroom teachers daily (51%), twice weekly (25%), or weekly (28%), to discuss and plan for the students' reading reinforcement activities. (See Appendix C, Educational Aide survey summary).

- Objective 2: Seventy-five percent of the first grade pupils enrolled for at least 90 days and receiving assistance from a project aide will pass at least six of the ten sub-test comprising the Department of Reading/Language Arts Level 4-5-6 Assessment.

  - Outcome: Data available by early June, 1981 documented attainment of this objective.

    - The Level 4-5-6 assessment consists of ten subtest embedded in the Cleveland Public Schools reading curriculum. To "pass" Levels 4-5-6 required attaining or exceeding the passing score on six of the ten subtest . The passing score on each subtest was established by the Division of Reading/Language Arts; passing scores ranged from 80% to 100% correct on 4 to 20 items.

    - In June, 1981, classroom survey forms, with a random sample of project participants names were sent to classroom teachers to record the subtest scores. Scores reported for the sampled students (N=207) indicated 80% of the project participants passed six or more tests. (See Appendix D for a copy of the classroom survey form).

- Objective 3: Parents of children identified for project service will be informed about project activities and encouraged to become actively involved in out-of-school reinforcement of their children's school instruction in reading.

  - Outcome: Information relevant to parent activities indicated that this objective was attained.

    -Project records showed that by June, 1981 parent workshops had been held by consultant teachers in cooperation with on-site building staffs. Total parent attendance during 1980-81 was 994.

    -Ninety-eight percent of the classroom teachers (N=131) responding to a survey reported that parents had been informed of project services. This was accomplished through letters (78%), open house conferences (64%), telephone (9%), individual parent/teacher conferences 12% and notes on the report card (1%). (See Appendix C for classroom teachers survey responses summary).

    -All aides responding to a survey (N=94) indicated that parents had been informed of the project activities. This was done by letter (91%), open house conferences (65%), telephone (2%), and individual parent/teacher conferences (9%).

    -Ninety-eight percent of the aides (N=94) indicated that reinforcement games and activities were sent home.

    -Project records show that flyers with helpful reinforcement hints (prepared by project staff) were sent home periodically with project participants. (See Appendix G for a sample flyer).

ADDITIONAL FINDINGS

- On a survey completed by principals (N=94), all reported that the services provided through Reading Impact contributed to the program participants' improvement in reading achievement. (See Appendix D for a summary of principal survey responses).
- Responses on the survey of the principals (98%) and the classroom teachers (92%) report the program is effective to very effective in improving the reading achievement of the program participants.
- A survey completed by educational aides revealed that 71% have assigned duties other than reading reinforcement for an average of one hour/one period per day. These assignments include such tasks as; breakfast and/or lunch duties, unloading and/or loading the buses, hall duty, yard duty etc. (See Appendix C for summary responses of aides).

CONCLUSIONS

All three proposed objectives for Reading Impact were attained. The data show that staff inservice and parent involvement activities were implemented as proposed. The expected levels of student achievement in reading were reached. Responses from project staff, administrators, teachers and on-site observations indicate Reading Impact services were effective in utilizing development methods and materials with underachieving first grade students in reading and language arts. All, reportedly, remained very favorable to the supplementary reinforcement provided for participating pupils.

On the basis of information gathered throughout the evaluation of the 1980-81 operations of Reading Impact, it appears that the project staff should:

- consider a joint inservice session for classroom teachers and education aides at the beginning of the school year (not contengent upon class coverage), in order to provide an opportunity for clarification of tasks, introduction to program materials e.g., LEIR, and effective communication between program personnel.
- continue educational aide inservice training sessions with the inclusion of topics offered by aides, teachers and administrators.
- maintain the effective supervision of program activities by consultant teachers through; regular schedule of school visitations, monitoring of aide use at building level, demonstrations of instructional techniques and methods, provide on-site assistance, and dissemination of ideas and materials.
- define project guidelines to include the nature and extent of the aides' responsibilities for improving the level of parent involvement.
- continue to refine formats for on-going record keeping in order to facilitate both formative and summative evaluation.

Supportive documentation for the findings in this report are on file in the Department of Research, Development and Evaluation.

APPENDIX A

CLEVELAND CITY SCHOOL DISTRICT

1980 - 1981 School Year

DPPF Elementary Schools Served By Reading Impact

1. Alfred A. Benesch
2. Almira
3. Anton Grdina
4. Bolton
5. Brooklawn

6. Buckeye-Woodland
7. Captain A. Roth
8. Case
9. Charles Dickens
10. Charles H. Lake

11. Charles Orr
12. Chesterfield
13. Corlett
14. Denison
15. Dike

16. Douglas Mac Arthur
17. East Clark
18. East Madison
19. Euclid Park
20. Giddings

21. Harvey Rice
22. Hazeldell
23. Henry W. Longfellow
24. Iowa-Maple
25. John W. Raper

26. Joseph Landis
27. Kenneth W. Clement
28. Louis Agassiz
29. Louis Pasteur
80. Marion Seltzer

31. Marion-Sterling
32. Miles
33. Miles Park
34. Miles Standish
35. Moses Cleaveland

36. Mound
37. Mt. Auburn
38. Paul Dunbar
39. Riverside
40. Robert Fulton

41. R. G. Jones
42. Scranton
43. Tremont
44. Vally View
45. Verda Brobst

46. Wade Park
47. Waverly
48. Willow
49. William C. Bryant
50. William R. Harper

51. Woodland Hills

APPENDIX B

READING IMPACT
DISADVANTAGED PUPIL PROGRAM FUND
Cleveland Public Schools

Inservice Workshops
for Educational Aides
1980 - 1981

Sept. 17, 18, 19 Staff Development - Human Relations in a Desegregated Setting. (Cluster Meetings)

October 7 - Reading Impact in a Desegregated Setting

November 10 - Reading Impact and Language Experience in Reading (L.E.I.R.)

March 25 - Supporting the Core Program Through L.E.I.R. (Sentence Development)

April 9 - Using Children's Sentence to Develop Phonics, Vocabulary and Comprehension Skills

April 28 - The Group Story Writing Approach

May 12 - Using Group Stories to Develop Main Idea, Sequence and Details

May 27 - Using the Table of Contents (Group Stories)

June 9 - Using Speech Balloons as a Language Experience Activity

CLEVELAND PUBLIC SCHOOLS
Department of Research, Development and Evaluation

APPENDIX C

READING IMPACT
1980-1981

EDUCATIONAL AIDE SURVEY

Frequency and Percentage of Educational Aide Responses In Each Rating Category

(N = 94)

Please circle the selected response and/or complete the blank.

1. Have project parents been informed of your reading reinforcement help with their child?

YES 94 (100%) NO 0% NOT SURE 0%

If yes, was this done by:

- a letter sent home? 89 (91%)
- open house conference? 61 (65%)
- other (what)?

-telephone 19 (2%)

-individual parent/teacher conference 9 (9%)

(Percentages add to more than 100% because educational aides could check more than one parent contact method each.)

2. Does the student take home evidence of working in your group?

YES 92 (98%) NO 2 (2%) NOT SURE 0%

If yes, what?

- Work sheets.
- Vocabulary word cards.
- Creative stories.
- Reinforcement games (look for the word in the comic strip).

- Practice sentences.
- Study sheets.
- Practice word list.
- Other reading materials that are available.

3. During 1980-81, did a project staff member visit you to observe your work with students?

YES 94 (100%) NO 0%

Approximately, how many visits? Averaged 9 per aide

- On how many visits did the observer have a conference with you?

- Were the conference(s) helpful? YES 100% NO 0%

How?

- Suggestions on other ways to reinforce skills.
- Reinforced the educational aide's self confidence.
- Presented new ideas and ways to work with children in presenting skills.
- Presented ideas to make reading fun.
- Showed ways on how to improve in skills and activities.
- Conferences helped solve special problems.
- Helpful in suggestions to overcome weak points for the educational aide.
- Demonstrated ways to improve techniques.
- Demonstrations by consultant with children were very helpful.
- Pointed out little techniques that had been

The conferences gave me a chance to gain new ideas and methods of reinforcement in an area of diffculty. Also, served as an encouragement for a job well done or needed improvement.

They are always ready with new and different ideas for our groups.

Different ways depending upon the group situations, but always helpful to meet the needs of the situations.

Different ways to help children understand and get them interested in learning.

4. Indicate the number of students in your:

Largest group 4 smallest group 1

The groups ranged from one in the smallest group to four in the largest group.

5. Are duties other than Reading Reinforcement assigned to you each day?

YES 67 (71%) NO 24 (26%) SOMETIMES 3 (3%)

- How many periods per day do you spend on this assignment?

  An average of 1 hour/1 period per day.

- Explain the assignment(s).

  Some assignments included these tasks:

  - breakfast and/or lunch duties.
  - unloading and/or loading the buses.
  - covering a classroom until the substitute teacher arrives.
  - assist the reading improvement teacher with records.
  - assist in the office.
  - hall duty.
  - yard duty.
  - proctoring testing.

6. Do you provide Reading Impact service to more than one classroom teacher?

YES 84 (90%) NO 10 (10%)

If yes, how many? 2 to 6 teachers with the average 3 teachers.

7. How frequently do you meet with the classroom teacher to discuss and plan for the student's reading reinforcement activities?

Daily	Twice Weekly	Weekly	Every Two Weeks	Monthly
48(51%)	24(25%)	27(28%)	6(6%)	0%

(Percentages add to more than 100% because educatiolnal aides who worked with more than one classroom teacher may have checked more than one response.)

8. How are the daily reinforcement activities for project students determined?

   - They are determined by the objective set by the teacher.
   - They are determined by low test scores.
   - The child's ability and needs determined some of the reinforcement activities.

9. Monthly inservice meetings were held during 1980-81, overall, would you say they were:

Very Helpful	Somewhat Helpful	Undecided	Somewhat Not Helpful	Not Helpful	No Response
72(77%)	16(17%)	2 (2%)	0%	0%	4 (4%)

10. Identify one specific topic/skill which should receive greater emphasis through inservice.

   - Reading comprehension.
   - Long and short vowels.
   - Decoding skills vocabulary.
   - Finding the main idea.
   - Summarizing information.
   - Language Experience in Reading (LEIR).
   - Drawing conclusions.
   - Listening skills.

11. If there are additional recommendation, please let us know by writing in this space.

   - More inclusion of Language Experiences in Reading to capitalize on the experiences of the child.
   - Impact aides should have a place outside the classroom to work with children.
   - Have the inservice meetings once a month rather than every two weeks.
   - Workshops for classroom teachers, education aides and parents together.
   - Concentrate on more parent involvement.

APPENDIX C (Continued)

- More emphasis on how to reach a child, discipline them and yet still make it more fun to learn from our Reading Center.
- Include activities in our inservice sessions on "how to follow directions."
- Materials should be presented to Impact aides early in the year if they are to be used according to reading levels; e.g., level 4 materials are given when students are on level 7.
- Letters should be sent as soon as the child is selected to participate in the Impact project explaining the role of the project.
- Parent workshops should be conducted by the project consultants at the reading center.
- Inservice workshops for classroom teachers so that they understand the goals and objectives of the project.

APPENDIX D

READING IMPACT

Cleveland Public Schools
1980-1981

CLASSROOM SURVEY

School______________________________ Room___________

Selected students in your class have participated in the Reading Impact project. The student names listed below have been randomly selected, please complete the requested data.

1. Record your total (TO DATE) first grade enrollment. ____________

2. Indicate the number of first grade students in your class that the educational aide provided service during the 1980-81 school year?

____

3. For each child listed below, record in the appropriate space the pupils raw score (number correct) on each of the ten Level 4-5-6 subtests. Place a check mark ✓in the box preceding the name of the student that has received 90 or more days of service.

CHECK HERE FOR 90 days	STUDENT	Level 4-5-6 SUBTEST	1	2	3	4	5	6	7	8	9	10
		POSSIBLE SCORE	16/20	12/15	8/9	6/8	7/8	5/6	5/6	4/4	5/6	4/4

CLEVELAND PUBLIC SCHOOLS
Department of Research, Development and Evaluation

APPENDIX E

READING IMPACT
1980-1981

CLASSROOM TEACHER SURVEY
(N = 131)

Selected students in your room have participated in the Reading Impact project. We would like your veiwpoint of the service provided the students through the Reading Impact project.

Please circle the answer you select.

1. Did you decide the reinforcement for your students?

YES 112 (85%) NO 19 (15%)

HOW? YES, comments:

- Pre-testing and stanines.
- Based on test score information and student preformance in classroom.
- Teachers classroom observations of student's daily progress (teacher judgement).

HOW? NO, comments:

- Program in progress before teacher's assignment.
- Student reassigned from another classroom.
- Determined by the Language Arts curriculum.
- The Reading Impact aide was experienced.

2. How frequently did you meet with the educational aide to discuss and plan for the student's reading reinforcement activities?

Daily	Twice Weekly	Weekly	Every Two Weeks	Monthly	Twice A Year	Never
46(35%)	25(19%)	30(23%)	12(9%)	14(11%)	2(1.5%)	2(1.5%)

3. Were project parents informed of their child's participation in the Reading Impact project?

YES 129 (98%) NO 1 (1%) NO RESPONSE 1 (1%)

If yes, was this done by:

- a letter sent home: 102 (78%)
- open house conference? 84 (64%)
- other (what)?
  - -telephone 12 (9%)
  - -individual parent/teacher conferences 16 (12%)
  - -notes on report card 1 (1%)

(Percentages add to more than 100% because teachers could check more than one parent contact method each.)

4. Identify one specific topic/skill which should receive greater emphasis in Reading Impact inservice?

- Short and long vowels
- Comprehension skills
- Word attack skills to improve vocabulary study
- Main idea

5. How effective is the Reading Impact program in improving the reading skills of program participants?

Very Effective	Effective	Undecided	Ineffective	Very Ineffective
80 (61%)	41 (31%)	10 (8%)	0%	0%

6. In your opinion, what is the Reading Impact project's unique contribution to children's progress in reading?

- Provides an opportunity for individual student instruction (one to one)
- Children progress at a better pace with an aide providing individual attention.
- Provides the opportunity for much needed individual reinforcement.

7. If changes were implemented, what would you recommend?

The most frequent replies were as follows:

- Inservice for teachers working with an Impact Aide for the first time.
- Planning time be provided teachers and educational aides to discuss reinforcement activities.
- Input in the selection of pupils that are provided service by the aide.
- Improved communications between classroom teachers and project staff to be informed of; changes, time schedules, new goals, etc., within the program.
- Frequent inclusion of regular reading materials (i.e., workbooks) for reluctant readers during the reinforcement period.
- Flexiable schedules to rpovide the aide the opportunity to spend blocks of time working in the classroom during reading instruction.

ADDITIONAL COMMENTS:

- I am very satisfied with the services.
- Delighted to have this program.
- A very effective program.
- This has been a very beneficial program and I do hope it is continued.
- The program works.

CLEVELAND PUBLIC SCHOOLS
Department of Research, Development and Evaluation

APPENDIX F

READING IMPACT
1980-1981

PRINCIPAL SURVEY

Percentage of Principal Responses In Each Rating Category

(N = 46)

Selected students in your school participated in the Reading Impact project. Please share your viewpoint of the services provided the first grade participants of Reading Impact.

*Circle the answer you select.

1. Do the services provided through Reading Impact contribute to your first grader's reading achievement?

YES 100% NO 0%

HOW?

- "Individualized help-one-to-one."
- "Small group reinforcement of reading skills through additional practice."
- "The project provides the added reinforcement which some students need."
- "Provides intensive drill and coordination with classroom program."
- "Pupils receiving this service show an increased desire to learn."
- "Children have gained in skills master."
- "Supportive to students who experience difficulties in reading."
- "Reading has shown improvement."
- "Provides immediate independent reinforcement."

2. How effective is the Reading Impact program in improving the reading skills of program participants.?

Very Effective	Effective	Undecided	Ineffective	Very Ineffective
59%	39%	2%	0%	0%

APPENDIX G

Reading Impact Parent Tips for Summer Reading

- Explore the library
- Get a library card
- Read to your child
- Help your child read
- Encourage your child to read independently
- Grab a good book—Enjoy it—Let your child see YOU read

Make reading a part of your summer vacation fun!

Developed by The Reading Impact Project

THE REINFORCEMENT SCIENCE SKILLS PROJECT

Prepared by

Gwendolyn Morton-Watts
Project Evaluator

Typed by
Cheryl D. McFadden

Margaret Fleming
Deputy Superintendent

1980-1981

THE REINFORCEMENT SCIENCE SKILLS PROJECT

1980 - 81 DPPF EVALUATION

PURPOSE AND OVERVIEW

This project provides supportive services to science teachers of grades 1 through 8. The services include on-site observations, individual teacher consultations and provision for special instructional materials. Inservice workshops for elementary teachers provide introduction and training for effective use of the Process Approach to Learning Science kits. Inservice workshops for junior high school teachers provide training in methodology lesson plan structure, reading skills with science content and other pertinent topics.

SERVICE SUMMARY

Pupils Served: 7,500 Grades Served: 1-8 Years in Operations: 13

Schools:			Staffing:		
	85	Elementary		1	Project Manager, PT
	24	Junior High		2	Consultant Teachers, FT
	109	total public		2	Clerks, PT

(See Appendix A for a list of schools served.)

Total DPPF Expenditures: $111,974 * Per Pupils Costs: $15 *

SUMMARY OF FINDINGS

This project was successful in attaining the four objectives outlined for the elementary grades and the two objectives for the junior high grades. The students were provided with specially designed science learning materials. The Process Approach to Learning Science kits (PALS) were introduced in ten schools in grades 3 and 5. The Lab Aide kits were implemented in fourteen junior high schools. On tests measuring application of process skills at grade three and understanding of plant science at grade five, students showed substantial gains, although they did not approach mastery levels. It is the opinion of the evaluator that the present instrument used (in grade 5) to determine students mastery is not adequate. Either a revision of the instrument, or a replacement is needed.

Teacher inservice workshops were provided to promote optimum use of the science materials. Other services included on-site observations and individual teacher consultations. Classroom science teachers' reactions to supportive services and inservice workshops was quite positive.

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* Expenditures are estimates based on the latest revised budget.

OBJECTIVES AND OUTCOMES - ELEMENTARY

This project provided supportive services to classroom teachers in DPPF elementary schools. The services include on-site observations, individual teacher consultations and provision for special instructional materials. In-service workshops provided introduction and training for effective use of the Process Approach to Learning Skills kit.

- Objective 1: Grade 3 children in the ten schools receiving concentrated services will show significant improvement in their ability to apply process skills. (See Appendix A for a list of the ten schools receiving concentrated services.)

  - Outcome: This objective was attained.

    - A locally constructed 25 item test developed by the Division of Science cooperatively with the Department of Research, Development and Evaluation to measure the grade 3 participants ability to apply the process skills was used to ascertain the attainment of this objective. Pre and post tests were administered to a sample of 304 grade 3 students in the ten schools. The tests were administered in February and again in May. A t-test for repeated measures showed that the pre-post gain was significant at the .001 level. Table 1 shows the pre and post test means and the results of the t-test.

Table 1

A t-test for the Pre and Post Test Designed to Measure Application of Process Skills at Grade 3

Test	Mean	SD	t
Pre	11.02	4.79	12.39*
Post	15.75	5.56	

N = 304
*p < .001

    - When the pre and post mean scores are expressed in terms of percent correct, it shows that the students averaged a 19% gain, from 44% correct on the pretest to 63% correct on the posttest.

- Objective 2: Grade 5 children in the ten schools receiving concentrated services will show a significant improvement in their understanding of plant science.

  - Outcome: This objective was attained.

    - A locally constructed 20 item test developed by the Division of Science in collaboration with the Department of Research, Development and Evaluation to measure the grade 5 participants' understanding of plant science was used to ascertain the attainment of this objective. Pre and post tests were administered to a sample of 274 grade 5 students in the ten schools receiving concentrated services. The tests were administered March 23 and May 26, 1981. A t-test for repeated measures showed that the pre-post gain was significant at the .001 level.

      Table 2 shows the pre and post test means and the results of the t-test.

Table 2

A t-test for the Pre and Post Test Designed to Measure Understanding of Plant Science at Grade 5

Test	Mean	SD	t
Pre	7.20	2.77	10.41*
Post	9.48	3.22	

N = 274
*$p < .001$

    - Expressing pre and post score means in terms of percent correct shows that grade 5 students averaged on 11% gain, from the pretest to the posttest, but the test scores were not high. The average percent correct was 36% on the pretest and 47% on the posttest.

- Objective 3: At least 80 percent of the teachers receiving concentrated inservice and implementation assistance using the Process Approach to Learning Science (PALS) kits will state that:

  - PALS approach has value for teaching science to disadvantaged students.

- the inservice has prepared them to use the PALS kits in their classroom.
- the inservice methods and implementation assistance were comprehensive and appropriate.

- Outcome: Documentation of project activities indicated that this objective was attained.

  - Thirty-six teachers from the ten schools receiving concentrated service completed a written survey in June, 1981. (See Appendix D for a summary of responses to this survey.)
  - All respondents reported that the PALS approach actively involved the disadvantaged students in learning skills. The manipulative materials provided an opportunity for the students to formulate abstract concepts through the use of tactile, visual and sensory experiences.
  - Survey responses of teachers who reported that they had participated in PALS inservice showed that (N=29), rated the inservice preparation in the use of the PALS kit effective to very effective on a five point scale.
  - In surveys administered following inservice sessions 100% of the participants (N=30) reported that the inservice method was comprehensive and appropriate. (See Appendix B for summary responses of PALS teacher inservice surveys.)
  - On the survey completed June, 1981 by participants (N=36) eighty-seven percent of the teachers in the ten schools reported receiving implementation assistance. The implementation assistance was provided as follows:

    -Inservice workshops 57%

    -Consultant classroom visits 35%

    -Video tape 26%

    -Other classroom observations 9%

    -Conference by telephone 2%

    All responses revealed that help was available on request. (Percentages add to more than 100% because teachers could check more than one category.)

- Objective 4: Teachers of elementary science will participate in a series of inservice workshops on instructional techniques for classroom use of new and continuing supplementary materials provided for grades 1 through 6.

- Outcome: Examination of project records revealed that this objective was attained.

  - Project records showed that 407 elementary science teachers attended forty-four inservice workshops on instructional techniques in thirty-two schools. (See Appendix F for a list of schools served and the number of participants.)

. OBJECTIVES AND OUTCOMES - SECONDARY

This project provides supportive services to classroom teachers in DPPF junior high schools. The services include on-site observations, individual teacher consultations and provision for special instructional materials. Inservice workshops provide training in methodology, lesson plan structure, reading skills with science content and other pertinent topics.

- Objective 1: Secondary teachers will receive inservice training focused on skills needed to:

  - integrate reading skills and science content.
  - implement lesson plan structure.
  - improve methodology.
  - accomodate students having difficulty in achieving science objectives.

- Outcome: This objective was attained.

  - Project records show that a total of forty-five science teachers attended a total of four inservice workshops. Teachers completed reaction sheets after each workshop. Eighty-six percent gave the workshops a rating of four or better on a five-point scale measuring the degree to which the workshop concepts were presently clearly and understandably. (See Appendix C for science inservice reaction summary.) Table 3 below shows the dates, topics of the workshops and the number of teachers attending each.

Table 3

Date, Topic and Attendance of Inservice Workshops

Date	Topic	Number Attending
11/18/80	Introduction Session . Statement of objective . Small group work . Science lesson structure	13
11/25/80	Classroom Management Skills	12
12/02/80	Reading Skills with Science Content	12
12/09/80	Conclusion Sessions . Content cognition . Science magnet school . Reading/study guides in science	8

. Objective 2: At least 80 percent of the teachers receiving inservice through the secondary teacher consultant will state that his visits have helped them to:

- integrate reading skills with science content.
- implement lesson plan structure.
- improve their teaching methodology.
- incorporate process skills in daily planning and teaching.

. Outcome: This objective was attained.

- Project records evidence 375 classroom visits were made during the 1980-81 school year by the teacher consultant in 24 junior high schools. (See Appendix H for a summary of the visits.)
- Junior high science teachers (N=26) responded to a survey and evaluated these visits. Eighty-five percent rated the visits effective to very effective in:

  -refining teaching skills with reading in the content area of science.

  -providing suggestions for lesson planning.

  -presenting methodology for using supplementary science materials. (See Appendix E for science teacher survey summary.)

ADDITIONAL FINDINGS

- Project records showed 11,674 students used the Lab Aid kits in fourteen junior high schools. (See Appendix G for a tally of the usage by schools.)

CONCLUSIONS

This project was successful in attaining the four objectives outlined for the elementary grades and two objectives for the junior high grades. The students were provided with specially designed science learning materials. The Process Approach to Learning Science kits (PALS) were introduced in ten schools in grades 3 and 5. The Lab Aide kits were implemented in fourteen junior high schools. On tests measuring application of process skills at grade three and understanding of plant science at grade five, students showed substantial gains, although they did not approach mastery levels. It is the opinion of the evaluator that the present instrument used (in grade 5) to determine student mastery is not adequate. Either a revision of the instrument, or a replacement is needed.

Teacher inservice workshops were provided to promote optimum use of the science materials. Other services included on-site observations and individual teacher consultations. Classroom science teachers' reactions to supportive services and inservice workshops was quite positive.

Based upon data presented and participants' reactions concerning the program, the following recommendation are presented for consideration.

Elementary

- Continue to present inservice/workshops for new teachers and teachers new to the PALS program.
- Continue to encourage teachers to view the inservice telecasts.

Secondary

- Continue inservice for new teachers and teachers new to science instruction. Inservice should continue to emphasize daily lesson planning, reading in the content area of science, and include practical classroom management for science teachers.
- Continue on-site inservice to assist new teachers and teachers new to science with implementation of those process introduced during inservice workshops.

APPENDIX A

ELEMENTARY SCHOOLS

Served by the

Reinforcement Science Skills Project

1-6

Adlai Stevenson
Brooklawn
Case
Charles Lake
Chesterfield

Cleveland Fundamental
East Madison
Euclid Park
Henry W. Longfellow
Kenneth Clement

Marion Sterling
Miles Park
Robert Fulton
Tremont
Verda Brobst

Wade Park
Wm. Rainey Harper
Willow

1-3

Alfred Benesch
Almira
Anton Grdina
Bolton
Buckeye-Woodland

Capt. A. Roth
Chas. Dickens
Chas. Orr
Corlett
Denison

Dike
Douglas MacArthur
East Clark
Giddings
Harvey Rice

Hazeldell
Iowa-Maple
John W. Raper
Joseph Landis
Louis A. Agassiz

Louis Pasteur
Marion C. Seltzer
Miles
Miles Standish
Moses Cleaveland

Mound
Mt. Auburn
Paul L. Dunbar
Riverside
Robinson Jones

Scranton
Valley View
Waverly
Wm. C. Bryant
Woodland Hills

4-6

Andrew J. Rickoff
Anthony Wayne
Artemus Ward
Benjamin Franklin
Buhrer

Clark
Cranwood
Daniel Morgan
Emile B. deSauze
Forest Hill Parkway

Fullerton
Garfield
George W. Carver
Gordon
Gracemount

Halle
Kentucky
Margaret Ireland
Mary Bethune
Mary B. Martin

McKinley
Memphis
Milford
Mt. Pleasant
Nathaniel Hawthorne

Oliver H. Perry
Orchard
Stephen Howe
Union
Walton

Warner
Watterson-Lake
Paul Revere

APPENDIX A (continued)

JUNIOR HIGH SCHOOLS

Schools served by the
Reinforcement Science Skills Project
1980-1981

1980 - 1981

Junior High

1. A. B. Hart
2. Alexander Hamilton
3. Audubon
4. Carl Shuler
5. Central
6. Charles Mooney
7. Charles Eliot
8. Clara Westropp
9. Empire
10. F. D. Roosevelt
11. Harry E. Davis
12. Joseph Gallagher
13. Lincoln Junior
14. Margaret Spellacy
15. Martin L. King
16. Myron T. Herrick
17. Nathan Hale
18. Newton D. Baker
19. Patrick Henry
20. Robert Jamison
21. Thomas Jefferson
22. Whitney M. Young
23. Wilbur Wright
24. Wilson

APPENDIX A (continued)

CLEVELAND PUBLIC SCHOOLS
Division of Science

P.A.L.S. Schools*
1980-81

Grade 3

1. Alfred A. Benesch
2. Almira
3. Case
4. Charles H. Lake
5. Corlett
6. Louis Agassiz
7. Miles Park
8. Riverside
9. Verda Brobst
10. William C. Bryant

Grade 5
Plant Science

1. Artemus Ward
2. Case
3. Charles H. Lake
4. Miles Park
5. Nathaniel Hawthorne
6. Oliver H. Perry
7. Union
8. Verda Brobst
9. William R. Harper
10. Willow

*Schools selected for intensive service.

APPENDIX B

THE REINFORCEMENT SCIENCE SKILLS PROJECT
(Grade 3 Target School)

Classroom Teacher Inservice Questionnaire

February 25, 1981

Percentage of Teacher Responses
(N = 13)

Did the Workshop

1. Present the purpose clearly to you?

   YES 100% NO 0%

2. Present adequate background information for using the PALS kit?

   YES 100% NO 0%

3. Provide concepts, skills or ideas that will be of practical use in the classroom?

   YES 100% NO 0%

4. Present clear explanation and examples of process skills?

   YES 100% NO 0%

5. Afford enough opportunity for participation?

   YES 100% NO 0%

Additional Comments:

- Good presentation realistic for classroom use.
- A very excellent and helpful workshop.

APPENDIX B

PLANT SCIENCE
(Grade 5 Target Schools)

Classroom Teacher Inservice Questionnaire

March 4, 1981

Percentage of Teacher Responses

(N = 17)

Did the Workshop

1. Present the purpose clearly to you?

   YES 100% NO 0%

   COMMENTS:

   - Process skills well explained and demonstrated.
   - Excellent presentation.

2. Present adequate background information for using PALS kit?

   YES 100% NO 0%

   COMMENTS: None

3. Provide concepts, skills or ideas that will be of practical use in the classroom?

   YES 100% NO 0%

   COMMENTS:

   - Practical suggestion for group work.

4. Provide you with helpful information pertaining to materials?

   YES 100% NO 0%

5. Afford opportunity for participation?

   YES 100% NO 0%

APPENDIX B

COMMENTS:

- We worked in groups.

A. What was most helpful about today's session?

- Learning about the PALS program and what it hopes to achieve.
- Clarity of presentation of the PALS kit and the lessons.
- Actually doing the steps in the process skills (experiments).
- Lesson plans and worksheets!
- Salient information was presented.

B. Do you have any suggestions for today or future sessions with the PALS kit?

- A kit about energy or sound would be helpful.
- Directions or suggestions for transplanting house plant.
- A follow-up workshop, if money is available.

APPENDIX C

CLEVELAND PUBLIC SCHOOLS
Division of Science

DPPF - The Reinforcement Science Skills Project

November 18, 1980

AGENDA

I	3:00-3:15	Assemble in Room 207 - Welcome
II	3:15-3:30	Introduction and Statement of Objectives Bryan Powers
III	3:30-4:00	Small Group Work Introductions
IV	4:00-4:30	Science Lesson Structure - Daily Plan Bryan Powers
V	4:30-5:00	Small Group Activity Grade Level Plan
VI	5:00-5:15	Lab Aids - PALS Kits Bryan Powers

Evaluation

Adjourn

APPENDIX C

Science Introduction Inservice Summary

Classroom Teacher Reaction Sheet
November 18, 1980

Frequency and Percentage of Teacher Responses In Each Rating Category

(N = 13)

Please indicate the clarity and understanding of the following session workshop objectives by checking the appropriate box (5 = highest; 1 = lowest).

OBJECTIVES - SESSIONS

- To provide a small group setting in which teachers may interact with each other

0%	0%	0%	5 (39%)	8 (61%)
1	2	3	4	5
Lowest				Highest

- To demonstrate the science lesson plan structure

0%	0%	0%	5 (39%)	8 (61%)
1	2	3	4	5
Lowest				Highest

- To implement in small groups a lesson plan which can be used in the classroom

0%	0%	0%	7 (54%)	6 (46%)
1	2	3	4	5
Lowest				Highest

- To discuss physical science demonstrations

0%	0%	4 (30%)	5 (38%)	4 (30%)
1	2	3	4	5
Lowest				Highest

- To show the Lab Aids Kits and P.A.L.S. Kit

0%	0%	2 (15%)	4 (30%)	7 (55%)
1	2	3	4	5
Lowest				Highest

APPENDIX C
CLEVELAND PUBLIC SCHOOLS
Division of Science

DPPF - The Reinforcement Science Skills Project

November 25, 1980

AGENDA

I	3:00-3:15	Assemble in Room 207 - Welcome
II	3:15-3:30	Introduction and Statement of Objectives Bryan Powers
III	3:30-3:45	Small Group Activity - Daily Plan Bryan Powers
IV	3:45-5:15	Classroom Management - An Overview Frank Theus

Evaluation

Adjourn

APPENDIX C

CLASSROOM MANAGEMENT INSERVICE SUMMARY

Classroom Teacher Reaction Sheet
November 25, 1980

Frequency and Percentage of Teacher Responses
In Each Rating Category

(N = 12)

Clarity of directions for individual and small-group activities	11 (92%) (Very clearly defined)	1 (8%)	0% (More or less clear)	0%	0% (Very confusing)
Clarity of presentation	11 (92%) (Very clear)	1 (8%)	0% (Adequate)	0%	0% (Murky)
Contribution of presentation to effectiveness of session	8 (73%) (Very much value)	1 (9%)	1 (9%) (Moderate value)	1 (9%)	0% (Little or no value)
Contribution of small-group activity to effectiveness of sessions	6 (50%) (Very much value)	1 (8%)	5 (42%) (Moderate value)	0%	0% (Little or no value)
Practicality of ideas and material presented	10 (84%) (Very practical)	0%	2 (16%) (Moderately practical)	0%	0% (Impractical)
Adequacy of time alloted for various activities	6 (50%) (Very well scheduled)	1 (8%)	4 (33%) (More or less satisfactory)	0%	Too little time (Poorly scheduled either too little or too much time)
Overall rating of entire session	9 (75%) (Excellent)	1 (8%)	2 (16%) (Good)	0%	0% (Poor)

COMMENTS:

- Excellent presentation with helpful materials.
- To make situations which might occur within a class and discuss different techniques that teachers can utilize to handle the situations.

APPENDIX C
CLEVELAND PUBLIC SCHOOLS
Division of Science

DPPF - The Reinforcement Science Skills Project

December 2, 1980

AGENDA

I	3:00-3:15	Assemble in Room 207	
II	3:15-3:30	Introductions and Statement of Objectives	- Bryan Powers
III	3:30-3:50	Introduction to Reading	- Darleen Davies - Linda Swinko
IV	3:50-4:15	Reading Concepts in Science	- Darleen Davies - Linda Swinko
V	4:15-4:45	Vocabulary Development Techniques	- Darleen Davies - Linda Swinko
VI	4:45-5:00	Vocabulary Assignments	- Darleen Davies - Linda Swinko
VII	5:00-5:15	Project Content-COGNITION: Reading	- Bryan Powers

Evaluation

Adjourn

APPENDIX C

READING CONCEPTS IN SCIENCE SUMMARY

Classroom Teacher Reaction Sheet
December 2, 1980

Frequency and Percentage of Teacher Responses In Each Rating Category

(N = 12)

Please indicate the clarity and understanding of the following session workshop objectives by checking the appropriate box (5 = highest; 1 = lowest).

Objectives

- To provide an introduction and overview of Reading In Science

0%	0%	0%	4 (33%)	8 (67%)
1	2	3	4	5
Lowest				Highest

- To demonstrate vocabulary development principles and techniques

0%	0%	0%	4 (33%)	8 (67%)
1	2	3	4	5
Lowest				Highest

- To implement vocabulary assignments through daily lesson plans

0%	0%	0%	8 (67%)	4 (33%)
1	2	3	4	5
Lowest				Highest

COMMENTS: None

APPENDIX C
CLEVELAND PUBLIC SCHOOLS
Division of Science

DPPF - The Reinforcement Science Skills Project

December 9, 1980

AGENDA

I	3:15-3:30	Welcome and Statement of Objectives	- Bryan Powers
II	3:30-3:45	Project Cognition	- Bryan Powers
III	3:45-4:00	Science Magnet School - Overview	- Dr. Kenneth Osicki
IV	4:00-4:30	Reading/Study Guides	-Darleen Davies -Linda Swinko
V	4:30-5:00	Small Group Activity/Reading	-Darleen Davies -Linda Swinko
VI	5:00-5:15	Summary of All Workshops	- Bryan Powers

Evaluation

Adjourn

APPENDIX C

SCIENCE INSERVICE CONCLUSION SUMMARY

Classroom Teacher Reaction Sheet
December 9, 1980

Frequency and Percentage of Teacher Responses In Each Rating Category

(N = 8)

Please indicate the clarity and understanding of the following session workshop objectives by checking the appropriate box (5 = highest; 1 = lowest).

OBJECTIVES - SESSIONS

- To provide time for discussion of Project Content-Cognition

0%	0%	2 (25%)	4 (50%)	2 (25%)
1	2	3	4	5
Lowest				Highest

- To discuss the Science Magnet High School

0%	1 (12.5%)	1 (12.5%)	4 (50%)	2 (25%)
1	2	3	4	5
Lowest				Highest

- To show and implement Reading/Study Guides in Science

0%	0%	0%	4 (50%)	4 (50%)
1	2	3	4	5
Lowest				Highest

- To provide a small group setting in which teachers may interact with each other

0%	0%	1 (12%)	(25%)	5 (63%)
1	2	3	4	5
Lowest				Highest

APPENDIX D

SUMMARY

ELEMENTARY SCIENCE REINFORCEMENT

Cleveland Public Schools

1980-1981

PALS Science Teachers Survey

(N = 36)

During the 1980-81 school year, records indicate that you participated in the PALS inservice. Complete the questions and return by Friday, June 26, 1981.

1. Did the Process Approach to Learning Science (PALS) have value for teaching science to disadvantaged students?

YES 100% No 0%

- How effective was the Process Approach to Learning Science in helping students master science concepts?

Very Effective	Effective	Undecided	Ineffective	Very Ineffective	No Answer
45%	55%	0%	0%	0%	1

Why?

- PALS provided something tangible for students to work with.
- Hands-on approach is better than reading about it.
- The students were able to experience, observe and analyze the planting process.
- It provided a stystematic exploration of our non-living world.
- We could use additional kits.
- The project was fascinating, challenging and informational. The children were quite enthusiastic and interested. Practical lessons like this are most effective. The children actually saw what they read and talked about.

2. Did you attend the PALS inservice workshops?

YES 29 NO 7

3. Did the inservice/workshop prepare you to use the PALS kit in your classroom?

YES ________ NO 0% Did not attend 7

Very Effective	Effective	Undecided	Ineffective	Very Ineffective
39%	61%	0%	0%	0%

How?

- Many good ideas were presented on how to use the kit.
- Introduced and distributed materials with a very effective explanation as to how to use the PALS Kit in the classroom.
- Helped to plan the time, scope and materials for each lesson.

4. Did you receive assistance in actually implementing the PALS materials and approaches in your classroom?

YES 87% NO 13%

If yes, was this in the form of (more than one can be checked).

- Inservice workshops 57%
- Consultant classroom visit 35%
- Listen/view video tape 26%
- Other (what?) 9%

-Grade 5 teacher observation 9%

-Conference by telephone 2%

APPENDIX E

SUMMARY

SECONDARY REINFORCEMENT SCIENCE

Cleveland Public Schools

1980-1981

Science Teacher Survey

(N = 26)

Data to evaluate the 1980-1981 Reinforcement Science Project is being collected. A part of this project includes the visits to you by Mr. Bryan Powers from the Division of Science. Complete the following questions pertaining to these visits and return by Friday, June 26, 1981.

Frequency and/or Percentage of Teacher Responses in each category

1. How many times during the 1980-1981 school year did you:

   a. Attend Science inservice workshops? 45 individual

   b. View video tapes/listen to cassettes to improve instruction? 26

2. Please check the activities Mr. Powers' visits focused (more than one may be ckecked):

   86% Methodology for using supplementary science materials.

   86% Lesson planning.

   71% Teaching reading skills in the content area to science.

   43% Heterogenous techniques (tips for small groups/individuals).

3. How helpful have these visits been to you in terms of:

   a. Presenting methodology for using supplementary science materials?

Very Effective	Effective	Undecided	Ineffective	Very Ineffective
67%	24%	10%	0%	0%

APPENDIX E

b. Providing suggestions for:

- Lesson planning?

Very Effective	Effective	Undecided	Ineffective	Very Ineffective
15(63%)	9(37%)	0%	0%	0%

- Teaching reading skills in the content area science?

Very Effective	Effective	Undecided	Ineffective	Very Ineffective
14(70%)	3(15%)	3(15%)	0%	0%

4. If change were implemented, what do you recommend?

- Future workshops in management and discipline of large classrooms should be planned. Presenting various problems and remedies in a practical sense.
- Topics should not be presented in brief, increase the length of the sessions and probe the topic in-dept.
- Video-tape classes (showing problems) and have discussion seminars with them.
- Provide a workshop on outside resources to supplement your class and their discussions and a listing of materials available within the district for new teachers.
- Include interested science teachers in inservice workshops that present skills, not just beginning teachers.

GENERAL COMMENTS:

- The sequence of workshops built to a finished product.
- The reading skill sessions were most beneficial presenting new and fresh ideas.
- The series of workshops were very good as well as interesting.
- Future workshops in management and discipline with a large class should be planned. Presenting various problems and remedies in a practical sense.
- Topics should not be presented in brief, increase the length of the sessions and probe the topic in-dept.
- The series of workshops were very good as well as interesting.
- Video-tape (showing problems) classes and have discussion seminars with them.
- Provide a workshop on outside resources to supplement your class and their discussions and a listing of materials available within the district for new teachers.

APPENDIX F

DPPF CLEVELAND PUBLIC SCHOOLS

Elementary Science Teachers

Inservice Workshops

Instructional Techniques

1980 - 1981

SCHOOL	DATE	NUMBER TEACHERS
A.A. Benesch	Jan. 14, 1981	15
Almira	Mar. 10, 1981	6
Andrew J. Rickoff	Feb. 4, 1981	12
Buckeye Woodland	Mar. 18, 1981	17
Chesterfield	Dec. 12, 1980	6
Cranwood	Nov. 7, 1980	14
Denison	Nov. 18, 1980	7
Denison	Nov. 20, 1980	5
Denison	Nov. 21, 1980	9
Douglas MacArthur	Oct. 15, 1980	6
East Madison	Oct. 21, 1980	6
East Madison	Mar. 2, 1981	6
Forest Hill Parkway	Jan. 21, 1981	15
Giddings	Jan. 21, 1981	10
Harvey Rice	Oct. 27, 1980	10
H.W. Longfellow	Dec. 3, 1980	20
Hicks	Oct. 30, 1981	14
Hicks	Jan. 13, 1981	14
John Raper	Dec. 15, 1981	6
Kenneth Clement	Dec. 8, 1980	3
Kenneth Clement	Dec. 23, 1980	2
Louis Agassiz	Nov. 17, 1980	13
Lafayette	Nov. 5, 1980	6
Mary B. Martin	Dec. 22, 1980	4

APPENDIX F

Science Inservice Workshops con't

1980 - 1981

SCHOOL	DATE	NUMBER TEACHERS
McKinley	Sep. 25, 1980	12
Mt. Auburn	Oct. 8, 1980	7
Mt. Pleasant	Dec. 10, 1980	6
Orchard	Jan 20, 1981	6
Paul Dunbar	O-t. 28, 1980	15
Riverside	Mar. 19, 1981	5
R.G. Jones	Sep. 25, 1980	7
Scranton	Nov. 24, 1980	15
Valleyview	Dec. 9, 1980	7
Walton	Jan. 21, 1981	12
Waverly	Oct. 29, 1980	25
Waverly	Nov. 13, 1980	7
Waverly	Nov. 14, 1980	17
Wm. C. Bryant	Apr. 14, 1981	4
Wm. R. Harper	Oct. 2, 1980	8
Wm. R. Harper	Jan. 8, 1981	8
Woodland Hills	Nov. 13, 1980	6
Woodland Hills	Nov. 20, 1980	4
Woodland Hills	Dec. 4, 1980	8
Woodland Hills	Mar. 13, 1981	2

APPENDIX G

Use of Lab Aids Kits by Schools

LAB - AIDS KITS

SCHOOLS	Classification N	Kitchen Chemistry N	Measurement N	Obscertainers N	TOTAL N
A.B. Hart	255	235	0	350	840
A. Hamilton	0	120	0	105	225
Audubon	600	250	250	250	1,350
C.F. Shuler	222	195	58	350	825
Central	200	60	90	200	550
C.A. Mooney	0	100	0	0	100
C. Eliot	0	0	0	0	0
C. Westropp	0	0	0	0	0
Empire	282	0	0	52	334
F.D. Roosevelt	0	0	0	0	0
H.E. Davis	240	200	218	300	958
J. Gallagher	90	150	150	0	390
Lincoln	150	220	0	320	690
M. Spellacy	385	0	420	0	805
M.L. King	0	0	0	0	0
M.T. Herrick	500	500	0	190	1,190
N. Hale	0	0	0	0	0
N.D. Baker	148	95	134	176	553
P. Henry	59	127	59	59	304
R.H. Jamison	510	170	170	170	1,020
T. Jefferson	300	100	100	340	840
W. Young	0	0	0	0	0
W. Wright	200	120	260	120	700
Willson	0	0	0	0	0
TOTALS	4,141	2,642	1,909	2,982	11,674

APPENDIX H

1980 - 81 Junior High Visits by Bryan Powers

School	N Teacher Visits	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	N Building Visits
A.B. Hart	26 Teacher Visits	1	1	1			1	1	3	2	10
A. Hamilton	15 Teacher Visits	2		1		1				1	5
Audubon	21 Teacher Visits	1	1	2			1	1		1	7
C.F. Shuler	5 Teacher Visits	1	1	1				1			4
Central	18 Teacher Visits	2	2	1		2	2	1		2	12
C.A. Mooney	18 Teacher Visits	3	1	1	1	1	1	2	1	1	12
C. Eliot	14 Teacher Visits	1	1	1				1	2	1	7
C. Westropp	21 Teacher Visits	1	1	1	1	1	3	1	1	2	12
Empire	22 Teacher Visits	2	1	1	5	1	2	2		1	15
F.D. Roosevelt	24 Teacher Visits	2	1	1	3	1	2	1	1	1	13
H.E. Davis	1 Teacher Visits	1									1
J. Gallagher	3 Teacher Visits	1	1	1							3
Lincoln	28 Teacher Visits	1	2	2	2		2	2	1	1	13
M. Spellacy	3 Teacher Visits	1	1						1		3
M.L. King	26 Teacher Visits	3	1	2		1	2	3		1	13
M.T. Herrick	23 Teacher Visits	2	3	1	1		1	1	2	2	13
N. Hale	18 Teacher Visits	1	1	1			2	2		1	8
N.D. Baker	12 Teacher Visits	1	1	1	1		1	1	1	1	8
P. Henry	2 Teacher Visits		1			1					2

APPENDIX H

1980 - 81 Junior High Visits by Bryan Powers

School	N Teacher Visits	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	N Building Visits
R.H. Jamison	21 Teacher Visits	1	2	2	1	2	1		2	1	12
T. Jefferson	11 Teacher Visits	1	1		1	1		2	1		7
W. Young	7 Teacher Visits						1		1	1	3
W. Wright	16 Teacher Visits	1	1	1	1	2	1	2	1	1	11
Willson	20 Teacher Visits	2	1	1	1	1	2	1	1	1	11
TOTALS	375										204

RESIDENTIAL ENVIRONMENTAL CLASSROOM

Prepared by

Richard Leiken
Project Evaluator

Typed by
Arlene Copeland

Margaret Fleming
Deputy Superintendent

1980-1981

RESIDENT ENVIRONMENTAL CLASSROOM

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

Students will spend one week per year at camp and be sent by homeroom. Combined objectives of Human Relations concerns and natural environment appreciation will be the projects goals.

SERVICE SUMMARY

Pupils Served: 1,618   **Grades Served**: 6   **Years in Operation**: 13

Schools: 30 - Schools with a poverty index of 70 to 90% were given preference See list in Appendix A

Staffing:
1 Project Manager, FT
20 Consultant Teachers, FT
10 Educational Aides, FT
1 Clerk, FT

Total DPPF Expenditures: $249,889   **Per Pupil Cost**: $154.43

SUMMARY OF FINDINGS

In general the project achieved its stated goals. There exist however, serious problems regarding teacher and parental morale. Further complicating this years project was the lack of qualified personnel available to effectively supervise students. Pre-post testing revealed a positive project impact on students, while teacher and principal feedback was also positive.

OBJECTIVE AND OUTCOMES

- Objective 1: Three to four classes of urban children will have the opportunity to have a direct experience with a natural environment during each of the 25 weeks of camp.

  - Outcome: Considered partially attained. During most weeks the goal of three to four classes a week at the camp were met. On a few occassions however, this goal was not achieved, due to teacher desire not to attend. All sixth grade classes were served by the project. Students attended camp for one week. Three weeks of camp sessions were cancelled due to staff and management problems.

- Objective 2: Questionnaire responses of (85%) of a random sample of 300 participants will report a positive reaction to the environmental education and nature exploration concepts introduced at camp.

  - Outcome: Objective 2 is considered attained. A locally constructed pre-post test was given to the served student populations. Out of 300 randomly selected scores 273 (91%) showed a positive reaction to the environmental education and natural exploration concepts introduced at camp.

    Part 2 of the test, questions 15 through 50, dealt specifically with environmental concerns. (See Appendix B Part II for relevant test questions).

- Objective 3: Children of different racial and ethnic backgrounds in the participating classes will be provided with the opportunity to interact in both educational and social activities while in the camp setting.

  - Outcome: Objective 3 is considered attained. The student racial breakdown is as follows:

Racial Breakdown of Student Participants

Race	Number	Percent
Black	1170	72%
Other	448	28%
Total	1618	100%

Classes were divided on arrival at camp so that the proper racial balance would be carried over into camp and social activities.

- Objective 4: Eighty five percent of a random sample of 300 participants will report a favorable understanding of interrelationship between different racial and social economic groups as a result of participation.

- Outcome: Objective 4 is considered attained. A pre-post fourteen item questionnaire was given to students at the end of each camp week. A sample of 300 campers revealed that 252 out of 300 (84%) showed a favorable understanding of the interrelationship between different ethnic and racial groups. (See Appendix B Part I for test questions).

- Objective 5: Feedback from the project staff will be obtained each week from camp staff, participating teachers and their respective principals on the week's activities provided by the environmental classroom.

  - Outcome: Objective 5 is considered attained. Each week participating teachers were administered a six item questionnaire for the purpose of assessing their reactions to the camp experience. (See Appendix C for results). In addition a four item questionnaire was sent to participating principals at the end of the school year regarding their school's participation in the camp project. (See Appendix D for results).

ADDITIONAL FINDINGS

This years project encountered several substantive problems. Included among these were:

- According to the project manager several members of the staff did not possess the maturity, skill levels and sensitivity required for their positions. This problem is directly related to the part time nature of the job, the resident requirement and availability of qualified personnel available for scoring and appointment.

- Interruptions in the school year caused problems both in planning and morale. This was reflected in the figure of 50% average teacher attendence in pre camp workshops.

CONCLUSIONS

Although four out of five objectives were met by this year's project, the project manager was not satisfied with the quality of service delivered to the student population. Unqualified staff, and low teacher morale were the most important contributing factors for this attitude.

APPENDIX A

Served Schools

ENVIRONMENTAL CLASSROOM - 1980-81

1. Buhrer
2. Capt. A. Roth
3. Case
4. Charles H. Lake
5. Chesterfield
6. Clark
7. Daniel E. Morgan
8. Dike
9. East Clark
10. East Madison
11. Emile DeSauze
12. George C. Carver
13. Halle
14. Henry Longfellow
15. Kenneth W. Clement
16. Kentucky
17. Louis Pasteur
18. Margaret Ireland
19. Mary Bethune
20. Mary B. Martin
21. Oliver H. Perry
22. Orchard
23. Robert Fulton
24. Stephen Howe
25. Tremont
26. Union
27. Wade Park
28. Walton
29. Watterson
30. Willow

APPENDIX B

PART I

Pre-Post Test

Racial Attitudes

A = Agree
B = Undecided
C = Disagree

A B C

1. At camp I learned to work with students of other races.

2. It is best not to offer help to campers whose race is different than mine.

3. During my week at camp; I willingly shared something of mine with a person of a different race.

4. I think it is best not to accept help offered by a camper of a different race.

5. The color of a person's skin has nothing to do with his ability to be a "good camper".

6. Working and living with a person of a different race for a week at camp has helped me to understand that person better.

7. I always like people of my race better than people of other races.

8. If I could choose my cabin mate, I would choose a person whose race is the same as mine.

9. Experiences such as the Trust (Blind) Walk, the Trust Fall and Harriet Tubman taught me to depend on all members on my camping group.

10. In order to complete certain activities, I learned to work with only campers of my own race.

11. Camping helped me value myself as a person of worth.

12. Camp helped me become more aware of myself, my emotions and my abilities.

13. Camp helped me to be more willing to take leadership and be a responsible person.

14. Camp helped me to accept others regardless of their race, weaknesses and feelings.

APPENDIX B (Continued)

PART II

DIRECTIONS:
1. Read each statement carefully.
2. Each statement is either TRUE or FALSE.
3. If you think the statement is TRUE, darken Circle A.
   If you think the statement is FALSE, darken Circle B.

A B

15. All living things have a home.

16. All living things can adjust to their environment.

17. Dirty water is a problem all over the world.

18. Living things do not need each other.

19. Adapt is another word for adjust.

20. The sun is a source of energy.

21. Environment means all things that surround you.

22. The air is cleaner and better for you in the city than it is in the country.

23. Deciduous trees lose their leaves.

24. All living things need water.

25. Snow is another form of rain and water.

26. Keeping a city environment clean is a problem for all people who live in the city.

27. Erosion is the wearing away of rocks and soil.

28. Plants do not need sunlight to live.

29. When the air, water, plants and animals are all used up, we can just go to some other place.

30. "City smells" are no different than "country smells".

31. We really need to save plants, animals, the air and water.

32. My neighborhood environment is different than my camp environment.

33. If you live in the city, you don't have to worry about the care of the soil.

34. Because of my experiences at camp, I want to learn more about the environment.

APPENDIX B (Continued)

35. I can think of at least one environmental problem that I learned about at camp that I would like to know more about. A B

36. I asked the teacher or camp staff to explain one environmental activity that I did not understand.

37. Spiders are helpful to humans.

38. It is OK to drop candy wrappers on the ground, either at camp or at home.

39. I enjoyed most of the activities which helped me to learn about my environment.

40. Hawks should be killed because hawks kill rabbits.

41. It is alright to carve your initials on a tree.

42. When taking a short cut home from school, it's alright to walk across a lawn instead of on the sidewalk.

43. I think that nature hikes are boring.

44. My city environment should be treated with as much respect as a country environment.

45. Dropping my pop cans on the sidewalk will make my environment more attractive.

46. Ecology is the study of the way plants and animals relate to each other and to their environment.

47. Food comes from stores.

48. Plants do not need a garden to grow.

49. Humans could not stay alive if there were no plants and animals.

50. Camp helped me to learn about my environment.

APPENDIX C

SUMMARY June 25, 1981

CLEVELAND PUBLIC SCHOOLS

RESIDENT ENVIRONMENTAL CLASSROOM

TEACHERS - WEEKLY ASSESSMENT

1. Students had direct experience with the natural environment.

Agree __________ __________ __________ __________ __________ Disagree

Comments: ______________________________

disagrees
60 Agree 2 Somewhat 1 moderately 5 no comment

2. Students had opportunities to interact with students of different racial, ethnic and geographical backgrounds:

Agree __________ __________ __________ __________ __________ Disagree

Comments: ______________________________

disagree
53 Agree 3 Somewhat 5 Undecided 2 moderately 5 no comment

3. Students were exposed to environmental concepts through a positive, hands on experience at camp.

Agree__________ __________ __________ __________ __________ Disagree

Comments: ______________________________

disagree
54 Agree 6 Somewhat 2 Undecided 1 moderately 5 no comment

4. Students were exposed to a variety of situations designed to provide for the development of group unity among different racial and socioeconomic groups at camp.

Agree __________ __________ __________ __________ __________ Disagree

Comments: 1-N/A

disagree
46 Agree 10 Somewhat 4 Undecided 1 moderately 6 no comment

APPENDIX D

CLEVELAND PUBLIC SCHOOLS

RESIDENT ENVIRONMENTAL CLASSROOM

Summary - Principals' Reactions 1980 - 81

1. What specific element(s) of this project contribute most to meeting student needs?

   - Learning to share materials and responsibilities in problem solving
   - Being unified for a common purpose
   - Pupil feedback indicates satisfaction
   - For many children first time away from home.
   - Would not have a camp experience if not for this program.
   - Invaluable opportunity for increased understanding and appreciation of classmates.
   - Human relations
   - Student interaction on a 24 hour basis
   - Racial and cultural interaction
   - Assist desegregation
   - Hands on approach to learning
   - Develop group unity
   - Away from the four walls of the classroom.
   - Outdoor activities since city children have limited space to roam.

2. How are the project's activities coordinated with the overall school program?

   - Reinforce desegregation activities
   - Pre and Post camp activities at school, provide for camping to become an integral aspect of the school program.
   - Science related activities
   - Trust training continued at school.
   - Getting along with others
   - Activities at camp supplement "Survival on Earth" curriculum.
   - Are enrichment activities for science, social studies and health
   - Extension of our Human Relations Program
   - Does not disrupt the school program
   - Interdisciplinary teaching approach was experienced
   - Role playing
   - The total experience is later evaluated.

3. What kind of parental feedback have you received about this project?

   - Parents are most favorable; one parent who was most apprehensive was very pleased.
   - During one day bus strike, many parents drove their children to school so that they could attend camp.
   - Most felt is was an exceptional opportunity as their children do not usually go to camp.
   - Limited, but positive
   - Joyful experience for their children
   - Parents have been very positive and are most supportive
   - One parent commented that their child did not want to return home

Continued.........

Summary - Principals' Reaction 1980 - 81

3. (continued)

.Children enjoyed the experience except for the cold and wet weather.
.Parents tend to react to the camping experience in the same manner as their students. Most comments are positive.

4. What changes would you recommend to increase this project's effectiveness?

.In-service parents
.Invite parents to visit camp
.Can we send many classes from one school?
.A follow up camp experience
.Increase the number of classes to go.
.Add third grade
.Time of year that we go
.Teachers were not very happy with the arrangement for their physical needs as well as the schedule of activities.
.Prevent accidents
.A full week experience
.Not enough time for all the activities
.Inform teachers well in advance and tour of the camp
.Bring back five (5) day experience
.Continue program
.Very effective as it is
.Fifth grade to go if sixth grades will not go (teachers).

6/29/81
pm

SAFETY AND BUILDING SECURITY

Prepared by

Katherine H. Miller
Project Evaluator

Typed by
Constance Brewton

Margaret Fleming
Deputy Superintendent

1980-1981

SAFETY AND BUILDING SECURITY

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

To maintain a high degree of safety and building security in Title I junior and senior high schools through the employment of Security Officers. Officers are stationed at entrances and throughout the buildings during school hours to monitor the halls for distrubances, acts of vandalism, etc. These officers assist the school staff with discipline problems occuring outside the classroom.

SERVICE OF SUMMARY

Pupils Served: 19,500 **Grades Served:** 7-12 **Years in Operation:** 12

Schools: 16 public (See list in Appendix A) **Staffing:** 45 Security Officers, FT

***Total DPPF Expenditures:** $ 635,189 ***Per Pupils Cost:** $ 33

SUMMARY OF FINDINGS

Results of interviews of Security Officers, questionnares from principals and observations of Security Officers at their posts indicate that Security Officers were effectively utilized in Title I schools. As a result, a high level of safety and security was achieved in the project schools as perceived by project principals and Security Officers.

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*Expenditures are estimates based on latest revised budget.

OBJECTIVES AND OUTCOMES

Objective 1: Security Officers will be effectively utilized in Title I schools with high rates of vandalism or during-school incidents to promote an improved or high level of safety and security.

- Outcome: Results of interviews, observations and questionnaires gathered from project personnel and building principals indicate a feeling of safety and security and thus an effective use of Security Officers. This objective was attained.

  - Structured interviews with Security Officers and on-site observations of Security Officers at their posts were conducted at project schools. Additionally, questionnaires were distributed to building principals of all 16 project schools. The following are the significant findings: (See Appendixes B, C and D for summaries of questionnaires, observations and interviews respectively.

  - Principals were asked to rate the frequency with which staff and students complained about various kinds of security problems. Among the students, the most frequent complaint was harassment,and students rarely complained about the presence of weapons.

  - Among the staff, the most frequent complaint concerned fighting, and the staff rarely complained about harassment.

  - Ninety-nine percent of the responding principals assessed the feeling of security in their building as "Somewhat Secure" or better on a four point scale (4 as being "Very Secure", 1 as being "Very Insecure").

  - Of the six Security Officers interviewed, four viewed their role in improving building and safety security as sweeping the halls clear of students between classes and two viewed their role as checking outside doors to keep outsiders out.

  - All four observations concluded that the observed Security Officers conducted themselves in a manner worthy of the respect of the staff and students and were alert to potentially troublesome situations.

  - All four observations concluded that the observed Security Officers demonstrated rapport with the students.

  - The most frequently observed activities engaged in by Security Officers were clearing the halls of students and patrolling the halls between classes.

Objective 2: The Safety and Building Security Program will improve the quality of performance of Security Officers.

- Outcome: Comparisons of pre-post performance ratings show no improvement in quality of performance. This objective was not attained.

- In October, 1980 and again in June, 1981, a rating was completed by principals to assess the quality of performance of the Security Officers assigned to their building. Each item could be assigned a maximum score of five points (performs duty Extremely Well) to a minimum score of one point (performs duty Very Poorly). Total score could range from a minimum of ten to a maximum of 50. (See Appendix E for Rating Scale).

- Matched pre-post comparisons (N=19] using a t-test for repeated measures showed no significant improvement in the quality of performance at the .05 level:

	Pre-Test	Post-Test
Mean =	45.89	42.95
S.D. =	5.00	7.36

t = 2.28 (NS)

- It should be noted, that the pre ratings are high and therefore the possible degree of improvement is limited.

ADDITIONAL FINDINGS

Perceived Strengths

- Two of six Secutiry Officers interviewed felt the strengths of the program lie in the opportunity to know the students.

- Three of the six Security Officers interviewed felt that the strengths of the program lie in the support given them by the principals and teachers.

- Four of the 13 principals responsding to the questionnaire (31%) viewed the strengths of the programs being in the visibility of the Security Officers as a deterrant to crime. Three of the resposnding principals felt the strength of the program lies in the support the Security Officers give to building staff

- Five of the 13 responding principals (54%) suggested additional Security Officers to increase this project's effectiveness.

Inservice Training

- All six Security Officers interviewed received training for this program and five of these six thought the training was adequate.

- The following topics relating to improvement of school safety were presented during 120 hours of inservice sessions:

  - Cardiovascular Pulmonary Resusitation (8 hours)

  - First Aid Training

  - Human Relations and Communications

- Crisis Intervention
- Juvenile and Adult Laws of Search and Seizure and Arrest
- Rules and Responsibilities of Security Personnel
- Historical background of Court Order Desegregation
- Handling Bomb Threats, Fires and other Emergencies
- Procedures and Regulations of the Division of Safety and Security
- Utilization of Two-Way Radio Equipment

. Seven of the 13 responding principals (54%) suggested human relations training as one area of training that needs to be addressed in future inservice meetings.

CONCLUSIONS

Questionnaire responses from principals documented the fact that Security Officers as valuable adjunct to teachers and administrators, freeing them to concentrate on teaching duties. Many of the Security Officers have been with the Safety and Building Security project in the same building for as many years as the project has been in existence. This continuity in project building staff, especially in a time when other staff are being moved about frequently, is a strength to this project. The rapport between the Security Officers and the students, parents and even the neighborhood contributes to the project success.

Even though human relations training was offered as one area of inservice training, 54 percent of the responding principals suggested that this area needs to be addressed in future inservice meetings. This should be noted by the project manager as an area that needs to be refocused upon in future inservice sessions.

One of the two objectives were achieved. As was noted in the outcome of objective 2, the pre ratings are high and therefore possible degree of improvement is limited. This could attest to the high quality of Security Officers in the project.

APPENDIX A

Schools Served

Safety and Building Security

1980 - 1981

Junior High

Audubon

Central

Empire

Franklin D. Roosevelt

Harry E. Davis

Lincoln

Margaret Spellacy

Martin L. King

Nathan Hale

Patrick Henry

Willson

Senior High

East

East Technical

Glenville

John Hay

Lincoln-West

APPENDIX B

Cleveland Public Schools

SAFETY AND BUILDING SECURITY
DPPF

Principal Questionnaire

N=13

School: ______________ **Principal** ______________

1. What do you see as the strengths of this program?

Deterrant to crimes - 4

Provides atmosphere for learning - 3

Support to other Staff - 3

2. What changes would you recommend to increase this program's effectiveness?

Additional Security Officers - 5

Eliminate school time for training sessions - 2

More training in dealing with students - 2

3. What specific areas of training need to be addressed in future in-service sessions?

Human relations - 7

Preparing reports - 4

Responsibility - 2

4. Have you received any parental feedback about this program?

9 △ Yes 3 △ No

If yes, what kinds of feedback?

More Security Officers needed - 2

Positive feedback - 2

5. Do students and staff complain about

		Frequently	Sometimes	Seldom	Rarely
. The presence of weapons in the building?	Students	☐	1 ☐	6 ☐	7 ☐
	Staff	☐	☐	8 ☐	6 ☐
. Outsiders in the building?	Students	1 ☐	1 ☐	4 ☐	6 ☐
	Staff	1 ☐	5 ☐	4 ☐	3 ☐
. Fighting?	Students	2 ☐	6 ☐	3 ☐	2 ☐
	Staff	2 ☐	6 ☐	4 ☐	1 ☐
. Harassment?	Students	3 ☐	3 ☐	3 ☐	4 ☐
	Staff	1 ☐	3 ☐	1 ☐	5 ☐
. Stealing?	Students	1 ☐	7 ☐	4 ☐	1 ☐
	Staff	☐	4 ☐	7 ☐	1 ☐
. Other Bus behavior Hall walkers-Lack of security in parking lot	Students	☐	1 ☐	☐	☐
	Stuff	2 ☐	2 ☐	☐	☐

6. What is your general assessment of the feeling of security in your building?

Very Secure	Somewhat Secure	Somewhat Insecure	Very Insecure
4	3	2	1
7(63%)	4(36%)		

APPENDIX C

Cleveland Public Schools
DPPF Program Review

SAFETY AND BUILDING SECURITY

Security Officer Observation

N=4

School: ____________________ Principal: ____________________

Date: ____________________ Observer: ____________________

Directions: Check the appropriate column to indicate if the behavior is present (yes), absent (no) or if there was no opportunity for observation of the behavior (NA).

Security Officer was observed:	Yes	No	NA
1. clearing the halls of loitering students.	4		
2. assisting building administration.	3		1
3. stopping visitors entering the building.	1		3
4. patrolling the halls between classes.	4		
5. checking the restrooms for loitering students.	1	1	2
6. escorting or directing visitors to the Principal's Office.	1		3
7. breaking up a fight among the students.			4
8. guarding building entrance to prevent the entry of unauthorized persons.	3		1
9. handling an incident in a quiet and orderly fashion.			4
10. administering first aid.			4

11. Is the officer alert to a potentially troublesome situation?

Yes 4 No ____ Not Sure ____

Comment: Broke up large group of students.

12. Does the officer conduct him/herself in a manner worthy of the respect of the staff and students?

Yes 4 No ____ Not Sure ____

Comment: Firm but fair

13. Does the officer demonstrate rapport with the students?

Yes 4 No ____ Not Sure ____

Comment: Knows most students by name. Students seem to like and respect the Security Officers.

14. As a result of your observation, do you feel additional measures should be taken to insure the safety and security of this building?

Yes 3 No ____ Not Sure ____

Explain: More Security Officers

15. In your opinion, does the presence of this officer contribute to the overall safety of this building?

Yes 4 No ____ Not Sure ____

If no, why not? ____

16. Do you have any general comments about the safety and security of your building?

One building has 88 outside doors on the first floor.

APPENDIX D

Cleveland Public Schools
DPPF Program Review

SAFETY AND BUILDING SECURITY

Security Officer Interview

N=6

School: __________ Interviewer: __________

Security Aide: __________ Date: __________

1. What is your role in improving building safety and security?

Hall sweeps - 4

Check outside doors - 2

Getting to know students (prevents problems) - 2

2. Did you receive training for this program?

Yes -6

If yes, was it adequate?

Yes - 5

No - 1 (Not relevant)

3. What are the strengths of this program?

Working with principal and teachers - 3

Getting to know students

4. What are the weaknesses?

Understaffed - 2

More training needed

No power

5. What changes would you recommend to increase this project effectiveness?

More Security Officers - 2

" Human relations

More Security Officers around less

APPENDIX E

DPPF

Safety and Building Security

Rating Scale

Directions: Blacken in the box under the letter (A, B, C, D or E) that you think appropriately describes the Security Officer's performance of his or her duties.

Please return the completed rating scales for your building to Kate Miller, Research, Development and Evaluation by Friday, June 12, 1981.

Name of Security Officer: ____________________
Principal: ____________________
Building: ____________________

A = Extremely Well B = More Than Adequately C = Adequately
D = Less Than Adequately E = Very Poorly

The Security Officer named above:	A	B	C	D	E
1. exemplifies conduct worthy of the respect of co-workers, school staff and students.	☐	☐	☐	☐	☐
2. adheres to working schedules and assignments.	☐	☐	☐	☐	☐
3. demonstrates good judgement.	☐	☐	☐	☐	☐
4. is constantly alert to potentially troublesome situations.	☐	☐	☐	☐	☐
5. completes periodic reports on time.	☐	☐	☐	☐	☐
6. adheres to school rules and regulations.	☐	☐	☐	☐	☐
7. maintains good rapport with building administration.	☐	☐	☐	☐	☐
8. is clean and neat in appearance.	☐	☐	☐	☐	☐
9. handles incidents quickly and appropriately.	☐	☐	☐	☐	☐
10. assists teachers and staff in maintaining safety and security.	☐	☐	☐	☐	☐

UPWARD REACH PROJECT

Prepared by

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Typed by
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Margaret Fleming
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1980-1981

UPWARD REACH

1980-81 DPPF Evaluation

PURPOSE AND OVERVIEW

The UPWARD REACH project has been implemented in all twelve of the high schools in the Cleveland Public Schools to provide intense support by means of educational, behavioral, and vocational counseling for: 1) students who manifest behavior that is indicative of the drop-out prone; 2) students who are active with Juvenile Court; and 3) students who are returnees from court placements. A combination of two staff persons comprised of a court appointed liaison teacher and/or counselor and/or attendance aide is assigned to each school to keep in contact with referred students and their parents where appropriate. These staff provide students with individual counseling services and with referrals to other appropriate school and community programs and agencies. Students are also exposed to leadership training activities, especially youth-helping-youth leadership training, to experience and provide more positive role models.

SERVICE SUMMARY

Pupils Served: 2,414 (public)

Grades Served: 10 - 12

Years in Operation: 4

Schools: 12 public high schools (See lists in Appendix A)

Staffing:

1	Peer Counseling Mgr.	PT
1	Clerk	PT
1	Educational Program Mgr.	FT
4	Liaison Teachers	FT
8	Counselor Aides	FT
12	Attendance Aides	FT
5	Clerks	FT

* Total DPPF Expenditure: $494,262.00

*Per Pupil Cost: $204.75

SUMMARY AND FINDINGS

The UPWARD REACH project provided support for a substantial number of high school students who were referred as being drop-out prone, as being active with Juvenile Court or as being returnees from court placement in institutions. Support was provided to stimulate students through appropriate counseling and also through numerous parental contacts. Leadership training was provided through the use of youth-helping-youth techniques. For students returning to school from institutions, a rate of recividism was calculated but there was no comparison with a like kind of student who did not experience UPWARD REACH so the significance of that rate is unclear. The overwhelming majority of students were satisfied with their UPWARD REACH experiences but there was no way of detecting how they readjusted their in-school behavior during or after their involvement with UPWARD REACH.

*Expenditures are estimates based on latest revised budget.

OBJECTIVES AND OUTCOMES

- Objective 1: Students in eligible Title I schools who reveal drop-out proneness through high rates of truancy, absenteeism or tardiness, will be provided attendance aides to advance positive identification and student/parent counseling.

  - Outcome: This objective was achieved. All 12 of Cleveland Public Schools' senior high schools were designated as Title I eligible during the 1980-81 school year. One attendance aide was assigned to each of 12 schools at the beginning of the school year. At school year's end, 9 attendance aides remained as one aide expired, one aide resigned and one aide was promoted to counselor aide during the school year. Project records show that a total of 1,154 students were referred to and contacted by UPWARD REACH for truancy and/or absenteeism and/or chronic tardiness. Project records further reveal that attendance aides were partially involved in 76,339 multiple contacts and services to students. Attendance aides were also partially involved in parental contacts: 22,159 by phone, 8,202 in person and 697 home visits. The attendance aides monitored the daily attendance of the UPWARD REACH students so as to quickly detect any developing attendance problems. They would follow-up by initiating student contacts and parent contacts when appropriate and in this way supported and assisted the liaison teachers and counselor aides (see following Objective 2).

- Objective 2: Students returned to Title I schools by court agencies, and other students served by the project, will demonstrate school readjustment after having been provided special assistance by special teachers and counselor aides.

  - Outcome: This objective was partially achieved. Of the 12 Cleveland Public High Schools that officed an UPWARD REACH operation, eight of them had a counselor aide and 4 had a court appointed liaison teacher counsleor. These counselor aides/liaison teacher counselors were responsible for the day-to-day operation and activities of the program and the students. The attendance aides assisted them. Records from the project ascertain that 339 students who returned to school from institutional placements (Ohio Youth Commission and Youth Development Center) were referred to and involved with UPWARD REACH. An additional 930 students who were only on probation or recognized as "problems" were referred by Juvenile Court.

    However, the only indications of adjustment came from the degree of recidivism and a questionnaire (see APPENDIX B for the questionnaire and composite ratings) administered to students to assess their satisfaction with the program. Of the 330 referrals from institutions, 39 were returned to the institution at some point during the year, which reflected an 11.8% recidivism rate. In the absence of comparative data on similar students who did not receive project services, the significance of this rate is unclear (comparative data is unavailable because all returnees from institutions received project services).

A random sample of students (135 total) across all high schools were given an attitude questionnaire that asked, basically, if a counselor was available when needed and if the students were satisfied with their counselor contacts. Of the 117 students responding, 47, or 100% of the SCHOOL referrals felt that a counselor was readily available when needed and 47 (or 100%) were satisfied with their project contacts. Of the COURT referrals, 44 (or 97.7%) indicated that a counselor was available and 44 (97.7%) were satisfied with their contacts and 23 (92%) of the INSTITUTION referrals indicated that a counselor was available and 24 (96%) said that they were satisfied with their contacts.

ADDITIONAL FINDINGS

- Of the available school programs, 1,635 UPWARD REACH students were referred to and subsequently involved with two Cleveland Public Schools' Disadvantaged Pupil Program Funds: Communication Skills and Functional Life Skills; 1,026 were referred to classes and job development workshops for the educable mentally retarded; 688 were referred to school psychological services; and 663 referred to other school programs.

- UPWARD REACH conducted individual and group counseling services that accounted for 17,942 student contacts. Of these student contacts, 3,535 (19.7%) were held to assist students in planning by providing information about schooling, vocations and careers; 9,795 (54.6%) were held to provide support for attitude and behavior problems; 3,158 (17.6%) were made to enhance academic and social development; and 1,454 (8.1%) were made to make referrals to various school or community resources.

- The absentee rate for all UPWARD REACH students attending classes in which they were enrolled was 35.5%. (Cleveland Public Schools' 1979-80 absentee rate for high schools was 22.8%).

- UPWARD REACH staff were involved in duplicated contacts with numerous public agencies; sometimes for referring students to them and sometimes for receiving referred students. Public agency contacts were as follows:

Juvenile Court	2,463
Ohio Youth Commission	1,036
Employers	444
Youth Development Center	364
Group Homes	289
United Way	32
Other	260

- Youth-Helping-Youth was utilized as a leadership training process whereby select students were trained to counsel and assist their peers. Youth-Helping-Youth operates under the theory that some students are more receptive to assistance and support from peers who have had like experiences. 32 students in 5 schools received public awards for their youth-helping-youth involvement.

CONCLUSIONS

Of the two objectives sought by UPWARD REACH, the first was achieved and the second was partially achieved. Valuable staff and services were provided by UPWARD REACH that probably enhanced the probability that many of the students would remain in school. The youth-helping-youth process component is a viable and dynamic aspect of the project, and students involved with UPWARD REACH state great satisfaction with the project but records indicated that not all UPWARD REACH staff utilized youth-helping-youth activities. In addition, there were no means provided for measuring the effects of this process.

Despite the myriad of services provided and numerous contacts made and the expression of satisfaction by students, the degree of adjustment or readjustment by students to school remains unclear. And, too, the youth-helping-youth aspect is not developed enough and its effects are unclear.

- it is highly recommended that more pre/post data be gathered to better assess the effectiveness of the project (such as, attendance, truancy, tardiness, disruptive behavior, self-concept, attitudes towards self/peers/community, etc.).
- it is recommended that youth-helping-youth become more comprehensively integrated and visible in the project in terms of objectives, processes and evaluation.
- it is recommended that the program continue with emphasis placed upon the aforementioned evaluation process.

APPENDIX A

LIST OF HIGH SCHOOLS FOR THE UPWARD REACH PROJECT

Collinwood

East High

East Tech

Glenville High

John Adams

John Hay

J. F. Kennedy

John Marshall

Lincoln West

Rhodes High

South High

West Tech

APPENDIX B

STUDENT QUESTIONNAIRE
COMPOSITE OF RANDOM RESPONSES

NAME (optional) ______________________ SCHOOL ______________________

COUNSELOR ______________________ ATTENDANCE AIDE ______________________

Dear UPWARD REACH Student:

The UPWARD REACH PROJECT has been designed to assist you (1) if you have had any problems at all with truancy, absenteeism or tardiness or (2) if you have been referred by Juvenile Court or have returned to school from a court placement.

UPWARD REACH is intended to help you and is only useful if you, the student, are satisfied.

Please answer EACH of the following questions so that we may know how well we are serving you. Please be honest in your responses.

* * *

1. How were you MAINLY referred to UPWARD REACH? (Please check only one.)

   a. Through School (truancy, class-cutting or disruptive behavior) 47

   b. Involvement with Juvenile Court 45

   c. Return to School from Court Placement in an Institution 25

   117 TOTAL

2. Over this school year, about how many times have you been in contact with your UPWARD REACH counselor or attendance aide?

   individually ______________ in a group ______________

3. Have the UPWARD REACH counselors generally been available when you needed them?

   Yes 114 (97.4%) No 3 (2.6%)

4. Have you, in general, been satisfied with your experience with UPWARD REACH this year? Has it helped you?

   Yes 115 (98.2%) No 2 (1.8%)

5. Have you been involved with Youth-Helping-Youth (Peer Counseling) at all during this school year?

   Yes 55 (47%) No 62 (53%)

6. If your answer to number 5 was "yes", was your experience helpful to you?

   Yes 55 (100%) No ______________

APPENDIX B (Continued)

YOUR COMMENTS PLEASE?

What did you like best about the UPWARD REACH PROJECT?

"Taught me to move on my work and to do my best at all times.";"They was concern about me and I though more about my life.";"...having someone close to you to talk to you when you needed help.";"I recommend it to troubled teenagers.";"I learned to...socialize with my peers.";"Everyone was always open to each other...";"I like the group because you can talk and tell your feelings without thinking about saying the wrong things.";"I liked coming in here and talking.";" I liked being a tutor.";"...not one sided,open to opinion."; "Easy conversation, always there to help, friendly, considerate.";"Kept me busy when there was free time."

What suggestions do you have to improve the UPWARD REACH PROJECT?

"I think that the UR program should involve more of the youths in the school.";
"There isn't no suggestions. I feel that it has been up to my expectations.";
"... a bigger meeting place. Planning more outdoor and field trip activities.";
"more people to get involved."

Thank you for your time.
PLEASE RETURN THIS QUESTIONNAIRE
TO YOUR UPWARD REACH COUNSELOR/
ATTENDANCE AIDE

APPENDIX B (Continued)

COMPOSITE RESPONSES TO STUDENT QUESTIONNAIRE INDICATING SATISFACTION WITH COUNSELING

(BY SCHOOL)

REFERRING SOURCE

SCHOOL	Number Responding	a. SCHOOL				b. COURT				c. INSTITUTION			
		Counselor Available		Satisfied w/Contact		Counselor Available		Satisfied w/Contact		Counselor Available		Satisfie w/Contac	
		yes	no	yes	no	yes	no	yes	no	yes	no	yes	n
Collinwood	7	1	0	1	0	5	0	5	0	0	1	1	0
East High	7	6	0	6	0	0	0	0	0	1	0	1	0
East Tech	16	3	0	3	0	9	0	9	0	4	0	4	0
Glenville	9	8	0	8	0	1	0	1	0	0	0	0	0
John Adams	10	1	0	1	0	6	0	6	0	3	0	3	0
John Hay	10	4	0	4	0	3	0	3	0	2	1	3	0
J. F. Kennedy	17	9	0	9	0	4	0	4	0	4	0	3	
John Marshall	9	4	0	4	0	2	1	2	1	2	0	2	
Lincoln West	5	0	0	0	0	3	0	3	0	2	0	2	
Rhodes High	6	3	0	3	0	2	0	2	0	1	0	1	
South High	3	3	0	3	0	0	0	0	0	0	0	0	
West Tech	18	5	0	5	0	9	0	9	0	4	0	4	
TOTALS	117	47	0	47	0	44	1	44	1	23	2	24	